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ABSTRACT

A model (called Vocational Orientation for Individual Counseling Evaluation--V.O.I.C.E.) was developed to assist Adult Basic Education (ABE) students enrolled in Indiana adult and community education programs to meet their career development needs. The model is intended to assist the ABE students in a self-evaluation process for self-career awareness, occupational cluster exploration as applied to their interests, temperaments, talents, and limitations, and acquiring job survival skills. The V.O.I.C.E. model process consisted of four steps. First, the ABE students met with the instructor for an explanation of the program and to establish rapport; they took the Career Development Inventory and a presurvey of their knowledge of self, job opportunities, and job skills. Second, students met and used career resource materials for occupational information. At a third meeting, the instructor (counselor) and ABE students met to grade a job survival skills homework assignment, practice writing resumes, practice filling out a job application, and to role play job interviewing techniques. Finally, students completed the same Career Development Inventory and pre-survey (now used as a posttest) as at the first meeting. Through the V.O.I.C.E. project the participants were involved in activities which increased their awareness of self/career and career planning capabilities, achieved job survival skills, and had increased involvement with business/industry and community groups who could assist them. Scores in the posttest were higher in most areas for most students. (Among appended items is the "Student Stage Lesson Manual.") (KC)

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ED210486

FINAL REPORT of

V.O.I.C.E.

(VOCATIONAL ORIENTATION FOR INDIVIDUAL COUNSELING EVALUATION)

Project Number: FY 81-8088-P RFP: #4

a special demonstration/teacher training project
funded by a grant from the
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Grantee: Penn-Harris-Madison School Corporation
Post Office Box 302
Osceola, Indiana 46561

Project Director: Gerald O. Dudley, Phd., Director
Indiana Career Resource Center
1209 South Greenlawn Ave.
South Bend, Indiana 46615

June 25, 1981

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FINAL REPORT of

V.O.I.C.E.

(Vocational Orientation For Individual Counseling Evaluation)

MODEL

A MODEL IN CAREER DEVELOPMENT FOR ADULT
BASIC EDUCATION PROGRAMS IN INDIANA

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and official endorsement by the U.S. Department of Education should *not* be inferred.

Indiana Department of Public Instruction
Division of Adult and Community Education
3833 N. Meridian
Indianapolis, IN 46204

Indiana Career Resource Center
1209 South Greenlawn Ave.
South Bend, IN 46615

Penn-Harris-Madison School Corporation
Post Office Box 302
Osceola, IN 46561

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ABSTRACT

of

V.O.I.C.E. Vocational Orientation for Individual Counseling Evaluation

Project Number: FY 81-8088-P KFP: #4

Agency: Penn-Harris-Madison School Corporation
Indiana Career Resource Center

Director: Gerald O. Dudley, Phd.

Duration: October 1980 through June 1981

Objectives Accomplished:

1. The participants had the opportunity to be involved in activities which increased their awareness of self/career, and career planning capabilities.
2. The participants experienced activities designed to achieve successful capabilities in job survival skill, i.e., how to seek, and keep a job.
3. The participants had increased involvement with community linkages such as business/industry, higher education, and other appropriate groups and individuals who assisted them in the local area.

Procedures Used:

1. The ABE students met with the instructor (counselor) for an explanation of the V.O.I.C.E. program and to establish rapport. The Career Development Inventory CDI was given at this time and the Pre survey.
2. The Comparative Career Search was administered at the second meeting, and the student then used the career resource materials provided for further occupational information research.

3. The third time the counselor and the ABE students met was to grade a job survival skills home work assignment, practice writing resumes, practice filling out a job application, and to role play job interviewing techniques.
4. When meeting for the fourth or last time, the students completed the same Career Development Inventory taken at the first meeting and now used as a post evaluation. They also completed the pre survey form which was now used as a post survey or as an evaluation of knowledge gained.

PART I

OVERVIEW

Section I.

- A. Model Introduction
- B. Objectives

Section II.

- A. Sequence of Activities (Design)

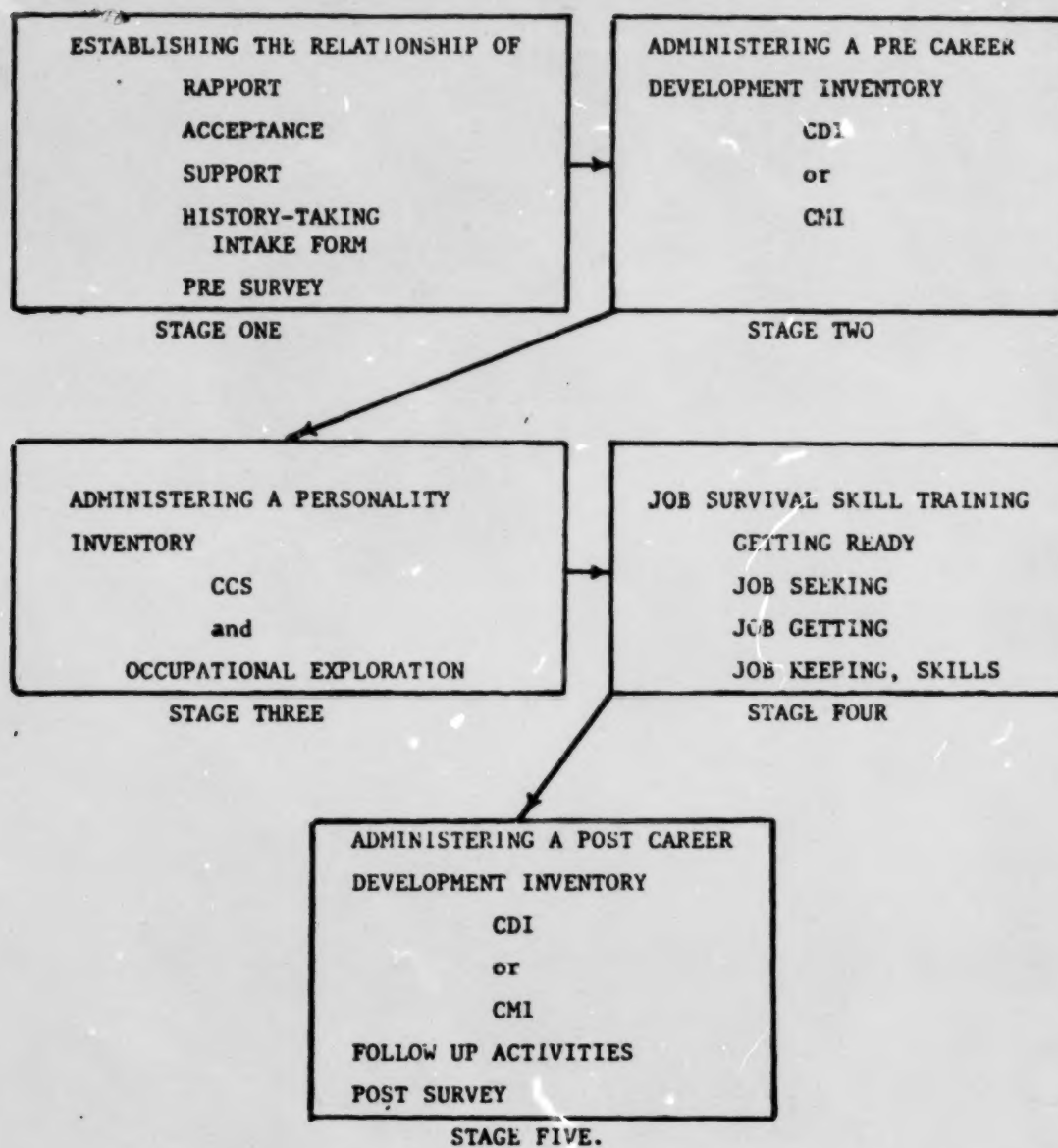
Section III.

- A. Instrumentation (Design)

Section IV.

- A. Evaluation and Findings (Results)

V. O. I. C. E. MODEL



"YOU CANNOT PUSH ANYONE UP THE LADDER
UNLESS HE IS WILLING TO CLIMB HIMSELF"

Andrew Carnegie

V.O.I.C.E. MODEL

(Vocational Orientation for Individual Counseling Evaluation)

Section I. OVERVIEW

A. Model Introduction

This V.O.I.C.E. Model will assist in orienting the Adult Basic Education students enrolled in Indiana's Adult and Community Education programs to meeting their career development needs. The ABE students will be assisted in a self evaluating process for meeting their needs in self/career awareness, occupational cluster exploration as applied to their interests, temperaments, talents, and limitations, and to job survival skills, i.e., how to seek, gain, and keep employment.

The model has been field-tested and statistically analyzed during the 1980-81, school year in five Adult Basic Education programs in Indiana. The five sites were South Bend, Elkhart, Wabash, Kokomo, and New Castle. Evaluation and findings are graphically illustrated and follow in the section EVALUATION AND FINDINGS.

Pre-vocational instruction and vocational career counseling and information are high priority needs for students who are least educated and most in need. In Indiana, the Adult and Community Education programs must meet the following student needs of the special Adult Basic Education population group:

1. To increase the vocational counseling services and vocational and career related information available to Adult Basic Education students.
2. To update and disseminate information on the types of vocational and career counseling being provided by adult education programs.
3. To continue to designate vocational and career counseling as a priority.
4. To provide program information and inservice opportunities in the area of vocational counseling.

B. Model Objectives

1. The participants will have the opportunity to be involved in activities which should increase their awareness of self/career and career planning capabilities.
2. The participants will experience activities designed to achieve successful capabilities in job survival skills, i.e., how to seek gain, and keep a job.
3. The participants will have increased involvement with community linkages such as business/industry, higher education, and other appropriate groups and individuals who might assist them in their local area.

Section II. SEQUENCE OF ACTIVITIES (Design)

A. Stage One

The ABE students meet with the instructor, counselor, or other person charged with the career development infusion aspect of the ABE curriculum. This activity is for orientation, establishment of rapport, gaining support and acceptance and for completion of history-taking questionnaire. The history-taking questionnaire is also used in part as a presurvey or needs assessment. The survey will be given at the end of the sessions as a post assessment of gains made in the program.

If the regular classroom teacher is also infusing this career development aspect of the curriculum, much of the initial stage requirements will have been done. However, for those schools which may have a career counselor in addition to the regular classroom teacher instructing career development, the need may exist to establish this relationship. (See box number one of the model).

B. Stage Two

The second activity involves the ABE students and instructor in the administering and taking of a career development test or inventory. This career development inventory should assess the individual students needs in the areas of:

Career Planning

Career Exploration

Career Decision-Making

World of Work Information

Knowledge of Preferred Occupation

11

(See box number two of the model)

C. Stage Three

The third activity is designed to generate a personal involvement in career development and career decision making. This session uses a variety of techniques and media to give the students an opportunity to compare their interests, talents, and personalities to those of others in the working world, and to be informed of the occupations in which those persons are employed. The Comparative Career Search is administered at this time.

Also, available to students should be filmstrip/cassette formats of job titles and descriptions, brochures, books, briefs etc. to give added dimension to the exploration of the working world. The audio-visual equipment for viewing this material should also be readily accessible. (See box number three of the model)

D. Stage Four

The fourth and very important activity session is designed to assess knowledge in and to practice job survival skills. In this session each person practices successful methods for completing a job resume, job application, and a job interview. A study assignment is given prior to this session to acquaint the students with knowledge in these areas. Television equipment can be used during the interview practice to simulate and tape a trail run in interviewing techniques. (See box number four of the model).

E. Stage Five

This fifth and last activity is designed as a post-inventory assessment of knowledge gained through the study and practice sessions. The Career Development Inventory given in the second session is again administered and the results of both the pre and post inventories are compared. Also, the survey which is a part of the history-taking information form is again given as a post-survey to evaluate the program objectives. (See box number five of the model).

Section III. INSTRUMENTATION (Design)

Specific evaluation instruments can assess those components of the model just described. It is suggested that these tests be given over a one-week period. A brief description of these instruments follows on the next page.

CAREER DEVELOPMENT INVENTORY (CDI)

AUTHORS: Donald E. Super, Ph.D., and Albert S. Thompson, Ph.D.

PUBLISHER: Consulting Psychologist Press, Inc.

DATES OF PUBLICATION: 1979-1980

SUMMARY OF TESTS:

The Career Development Inventory asks about school work, future career aspirations, and some of the plans already made. Answers to the questions can indicate what kind of help is needed in planning and preparing for a job after graduation, for vocational and technical school training or for going to college.

The Inventory consists of two parts, career orientation and knowledge of preferred occupation.

CAREER MATURITY INVENTORY (CMI)

AUTHOR: John O. Crites

PUBLISHER: California Test Bureau/McGraw Hill

DATE OF PUBLICATION: 1973, 1978

SUMMARY OF TEST:

The instrument consists of two types of measures, the Attitude Scale, and the Competence Test. The Attitude Scale presents attitudinal statements as actually verbalized by young adults, in five clusters expressing either involvement in the career choice process; orientation toward work; independence in decision making; preference for career choice factors; or conceptions of the career choice process.

The Competence Test contains five subtests that use a format in which a hypothetical situation is presented and the individual is asked to choose one of five alternatives. The subtests, Self Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving have each been constructed to measure a competency that is important in the career decision making process.

COMPARATIVE CAREER SEARCH (CCS)

AUTHOR: The Indiana Career Resource Center, Gerald O. Dudley, Ph.D.

PUBLISHER: Distributed by Indiana Career Resource Center

DATE OF PUBLICATION: 1978, 1979, 1981

SUMMARY OF TEST:

This sound/filmstrip measure of vocational interests requires no reading to complete. The pictures must be projected for viewing. A separate cassette provides directions and pacing music forms the background. Choices are made on a hand/machine scored answer sheet. The test is easy for youth or adults to complete and provides an immediate profile of potential occupations or education majors to explore through career development activities.

An Hispanic version of this survey is presently being developed and validated.

Section IV.

EVALUATION AND FINDINGS (Results)

There were a total of 244 participants who began the V.O.I.C.E. program and 144 persons, at the five sites, who completed it:

<u>Site</u>	<u>Quota</u>	<u>Part I</u> (Pre-Survey & CDI)	<u>Part II</u> (CDI)	<u>Part III</u> (Survival Skills)	<u>Part IV</u> (Post-Survey & CDI)
1. South Bend	45	53	37	24	24
2. Elkhart	40	43	34	23	22
3. Wabash	40	40	34	29	29
4. Kokomo	50	60	47	44	44
5. New Castle	40	48	33	25	25
TOTALS	215	244	185	145	144

A. MOBILE SURVEY RESULTS

The impressions ALL clients had about their skill in career planning was measured using the Mobile Survey. This survey asked for responses on six aspects of career planning and required the marking of a position on a six-position Likert scale. This was completed at the initial session, and again for comparison purposes, at the termination session of counseling.

The changes which occurred between sessions (resulting from the effectiveness of the counseling) were analyzed using one-way analysis of variance. The significance of the results was determined by consulting a standard table of significance prepared for F - Ratio test results.

The following tables show the statistical significance of changes between pre and post testing for 144 clients:

TABLE 1.

PRE-POST MOBILE SURVEY RESULTS FOR QUESTION 1. AS ANALYZED BY
ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	287	344.32		
Within Clients	286	214.99	.75	
Between Surveys	1	129.33	129.33	172.05 *

* F .99 (1,286) = 6.73

TABLE 2.
PRE-POST MOBILE SURVEY RESULTS FOR QUESTION 2. AS ANALYZED BY
ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	287	444.21		
Within Clients	286	252.46	.88	
Between Surveys	1	191.75	191.75	217.22 *

* F .99 (1,286) = 6.73

TABLE 3.
PRE-POST MOBILE SURVEY RESULTS FOR QUESTION 3. AS ANALYZED BY
ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	287	450.66		
Within Clients	286	210.49	.73	
Between Surveys	1	240.17	240.17	326.32 *

* F .95 (1,286) = 6.73

TABLE 4.
PRE-POST MOBILE SURVEY RESULTS FOR QUESTION 4. AS ANALYZED BY
ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	287	406.24		
Within Clients	286	169.71	.59	
Between Surveys	1	236.53	236.53	398.59 *

* F .99 (1,286) = 6.73

TABLE 5.
PRE-POST MOBILE SURVEY RESULTS FOR QUESTION 5. AS ANALYZED BY
ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	287	406.24		
Within Clients	286	169.71	.59	
Between Surveys	1	236.53	236.53	398.59 *

* F .99 (1,286) = 6.73

TABLE 6.
PRE-POST MOBILE SURVEY RESULTS FOR QUESTION 6. AS ANALYZED BY
ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	287	560.71		
Within Clients	286	254.43	.88	
Between Surveys	1	306.28	306.28	344.27 *

* F .99 (1,286) = 6.73

As can be seen from the F test results in all six analyses, the .01 level of significance was achieved. In other words, with results of this nature, one can say that changes of a positive nature occurred as a result of counseling.

B. CAREER DEVELOPMENT INVENTORY RESULTS

The Career Development Inventory, given during the initial session and later during the final session, asked for responses in the following areas:

- | | |
|---------------------------|--------------------------------------|
| A. Career Planning | D. World of Work Information |
| B. Career Exploration | E. Knowledge of Preferred Occupation |
| C. Career Decision Making | |

The changes which occurred between sessions (resulting from the effectiveness of the counseling and the student's own efforts) were analyzed using one-way analysis of variance. The significance of the results was determined by consulting a standard table of significance prepared for F - Ratio results.

The following tables show the statistical significance of changes between pre and post testing for 114 out of the 144 clients who completed the V.O.I.C.E. program:

TABLE 7.
PRE-POST CAREER DEVELOPMENT INVENTORY RESULTS FOR AREA A.
AS ANALYZED BY ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	227	68479.24		
Within Clients	226	44994.17	199.08	
Between Inventories	1	23485.07	23485.07	117.96 *

* F .99 (1,226) = 6.75

TABLE 8.
PRE-POST CAREER DEVELOPMENT INVENTORY RESULTS FOR AREA B.
AS ANALYZED BY ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	227	277342.46		
Within Clients	226	210802.88	932.75	
Between Inventories	1	66539.58	66539.58	71.33 *

* F .99 (1,226) = 6.75

TABLE 9.
PRE-POST CAREER DEVELOPMENT INVENTORY RESULTS FOR AREA C.
AS ANALYZED BY ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	227	2781.62		
Within Clients	226	2746.88	12.15	
Between Inventories	1	34.74	34.74	2.85 *

* F .95 (1,226) = 3.88

TABLE 10.
PRE-POST CAREER DEVELOPMENT INVENTORY RESULTS FOR AREA D.
AS ANALYZED BY ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	227	5002.56		
Within Clients	226	4854.07	21.47	
Between Inventories	1	148.49	148.49	6.91 *

* F .99 (1,226) = 6.75

TABLE 11.
PRE-POST CAREER DEVELOPMENT INVENTORY RESULTS FOR AREA E.
AS ANALYZED BY ONE-WAY ANALYSIS OF VARIANCE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Combined	227	3536.89		
Within Clients	226	3493.90	15.45	
Between Inventories	1	42.98	42.98	2.78 *

* F .95 (1,226) = 3.88

As one can see from the F test results in three of the five analyses, the .01 level of significance was achieved. In the other two a .05 level of significance was achieved. In other words, with results of this nature, one can say that changes of a positive nature occurred as a result of counseling and student achievement.

Note: See further information on both the Pre-Post Survey and the Pre-Post Career Development Inventory in Part II. under Conclusions/Recommendations section.

CAREER MOBILE INTAKE FORM SECTION 5. RESULTS

The following responses were given by the ABE participants to the questions asked in the Career Mobile Intake Form Section 5. titled, "Your reasons for using the Career Mobile".

96 or 67% to learn more about your talents and interests.

99 or 69% to find out more about different occupations.

77 or 54% to learn what to do in a job interview.

81 or 56% to find out about the future job outlook.

97 or 67% to find out more about training programs.

34 or 24% to make telephone contact with local employment sources.

Other reasons given which were written in the space provided in the Form were:

"I'd like to be able to find something I really would enjoy doing. Something that I wouldn't mind getting up for."

"I hope to learn how to make my employer want to hire me."

"Would like to learn in what fields the demands for certain skills will be the highest."

"To fill out a resume."

"To learn more about myself."

"To help me know where I stand in what I like to do in life."

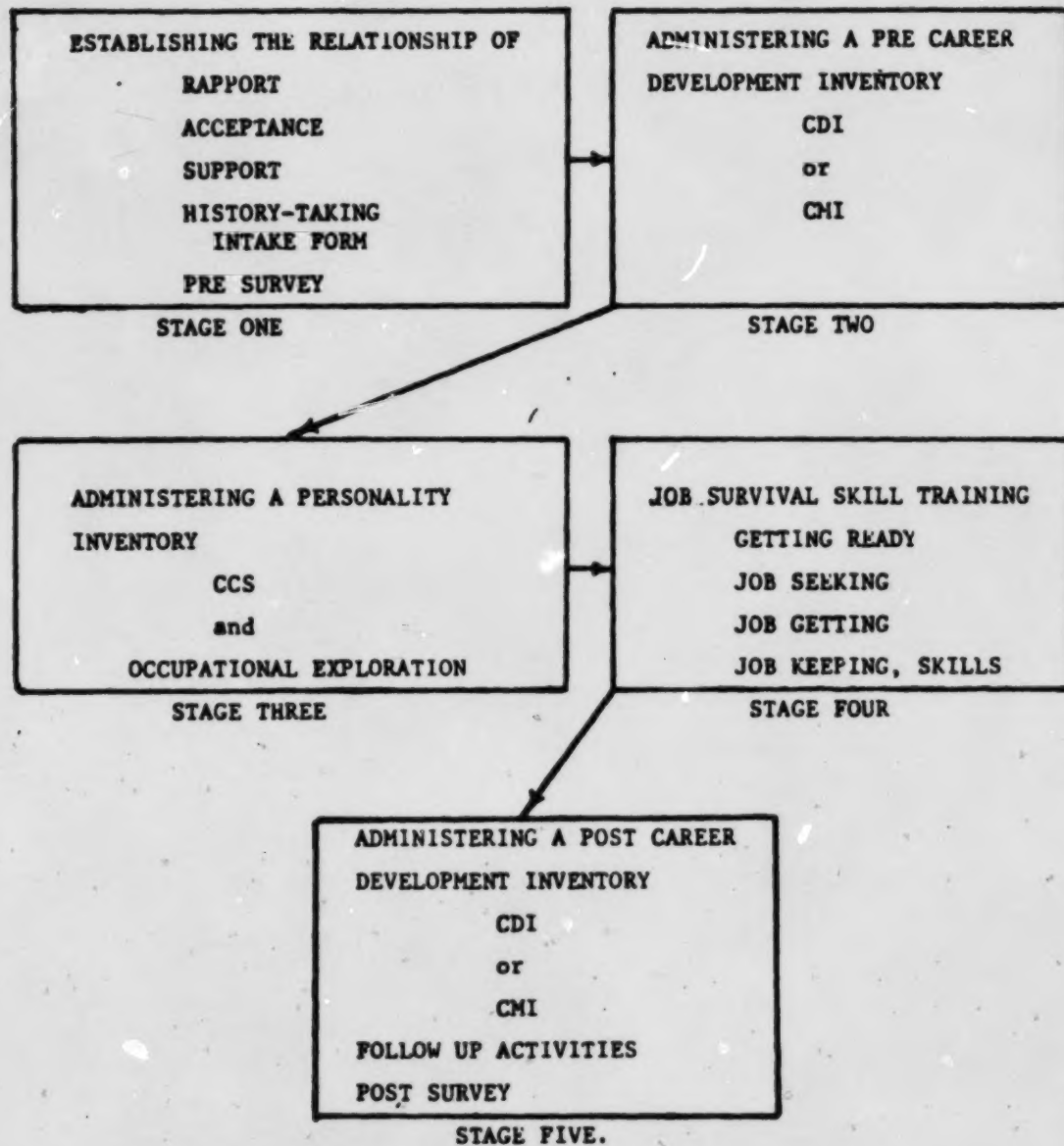
"To help me find and like what I'm going to do with my life."

PART II

INSTRUCTION

CONCLUSIONS/RECOMMENDATIONS

V. O. I. C. E. MODEL



PART II

INSTRUCTION

FIRST CAREER DEVELOPMENT SESSION

ESTABLISHING THE RELATIONSHIP OF:

RAPPORT

ACCEPTANCE

SUPPORT

HISTORY-TAKING INTAKE FORM

PRE SURVEY

STAGE ONE

A. TIME SEQUENCE: (one to two hours)

This requirement would necessarily be varied depending upon whether the regular classroom teacher is instructing the career development aspect or one hired for just this purpose conducts the sessions.

B. RESOURCE MATERIALS: (student packet)

A packet of career related, occupational information briefs and pamphlets, some free and others which must be purchased is given to the students at this time.
(See materials list for student packets in Appendix A.)

C. AUDIO-VISUAL EQUIPMENT: (none required)D. PROCEDURES:

The establishment of the relationship, rapport building, and open communication are considered essential in this model as in any client-centered counseling approach. Before any real career development can take place, the student needs to feel at ease with him or herself, the peer group, and with the instructor. At this time the

program of career development should be discussed concerning:

1. Understanding of own occupational interests, skills and aptitudes.
2. Knowledge of occupations suited for.
3. Understanding of job seeking, getting and keeping skills.
4. Understanding of future job demands.
5. Understanding of educational and training opportunities.
6. Knowledge of career resource materials.
7. Vocabulary of career development.

This information is assessed through the completion of the history-taking intake form and again at the close of the career development aspects of the curriculum as a post survey of knowledge gained. (See Appendix B.)

SECOND CAREER DEVELOPMENT SESSION

ADMINISTERING A PRE CAREER DEVELOPMENT INVENTORY

CDI

or

CMI

STAGE TWO

A. TIME SEQUENCE: (one and one half hours)

Administer the Career Development Inventory CDI or the Career Maturity Inventory CMI as a pre-test.

B. RESOURCE MATERIALS: (CDI or CMI instructional booklets, answer sheets, and a #2 pencil).

C. AUDIO-VISUAL EQUIPMENT: None required unless in a transparency format for poor readers and/or those with eye sight difficulties. Then an overhead

projector would be needed.

D. PROCEDURES:

Give each student a copy of either the CDI or the CMI instructional booklet, an answer sheet and a no. 2 pencil. Explain the test taking procedure and the correct method for marking the answer sheet. Impress upon the students the fact that this is not a test with right and wrong answers, but an inventory of information and knowledge already possessed in the career development of:

- Career Planning
- Career Exploration
- Career Decision Making
- World of Work Information
- Knowledge of Preferred Occupation

(See Appendices C and D for complete description of the CDI and the CMI).

THIRD CAREER DEVELOPMENT SESSION

ADMINISTERING A PERSONALITY INVENTORY

CCS

and

OCCUPATIONAL EXPLORATION

STAGE THREE

A. TIME SEQUENCE: (two to four hours)

The Comparative Career Search will take approximately one hour to administer and score. This also allows ample time to interpret the results. The personality aspects of the CCS will need to be explained for an understanding of Holland's six personality classifications and the remainder of time spent in further exploration of those occupations and fields of study selected by each student.

(See Appendix E.)

B. RESOURCE MATERIALS:

Comparative Career Search and answer sheets

Number 2. pencils

Occupational filmstrip/cassette selections

Job briefs

Dictionary of Occupational Titles (DOT)

Occupational Outlook Handbook (OOH)

Phamphlets, brochures, etc.

Comic books

(See a complete listing of suggested resource materials in Appendix F.)

C. AUDIO-VISUAL EQUIPMENT:

Filmstrip projector with cassette tape capabilities, projector screen and filmstrip viewers.

D. PROCEDURES:

The Comparative Career Search is set up for viewing and marking of the answer sheets. A writing surface needs to be provided for marking and scoring of the answer sheets. The light should be reduced for ease of viewing the screen and still providing adequate illumination for marking the responses.

The cassette tape and filmstrip are self instructive, but some individual assistance will still be needed so each client understands the procedure. Also, adequate time should be provided for an explanation of Holland's Personality Classifications and for individual interpretation of the results.

(See Appendix G. for an explanation of the personality classifications).

FOURTH CAREER DEVELOPMENT SESSION

JOB SURVIVAL SKILL TRAINING

GETTING READY

JOB SEEKING

JOB GETTING

JOB KEEPING, SKILLS

STAGE FOUR

A. TIME SEQUENCE: (three hours)

This is classroom time only for purposes of highlighting the job survivals main areas of concentration, resume writing, filling out applications, and of interviewing techniques. A home study assignment will take further student time outside the classroom.

B. RESOURCE MATERIALS:

A filmstrip/cassette series, "Goofy Goes to Work", a Disney productions, and a job survival skills section of the student manual.

(See Appendix F. and H.)

C. AUDIO-VISUAL EQUIPMENT:

(Optional) VTR capability for simulating and taping a job interview.

D. PROCEDURES:

A home study assignment consisting of the section in the lesson manual on job survival skills is given to the students prior to any instructions in the classroom. (See the job survival skills section in the student manual Appendix H.) This job survival skills lesson gives information concerning getting ready to seek employment, job getting and job keeping skills. As the student works through these areas, there are personal profile sheets for them to complete, a

sample resume or personal data sheet, and a typical job application to be filled in. Also the interview section has a list of probable questions which might be asked in any job interview. The student should practice answering these questions prior to any simulated interview session. When the home study assignments are completed, they should be brought to class and made available for discussion. At this time the instructor should work through each section and interact with questions and answers from the students regarding their concerns and experiences in relation to the "real working world". The Disney series "Goofy Goes to Work" should be used during discussions to motivate and assist in understanding of the job survival skills areas under discussion. Television can be used to a real advantage at this point if the student feels comfortable using this media. VTR equipment for viewing and taping a simulated job interview is both motivating and instructionally appropriate. (VTR equipment should be optional however, as some persons feel threatened by this procedure).

FIFTH CAREER DEVELOPMENT SESSION

ADMINISTERING A POST CAREER DEVELOPMENT INVENTORY

CDI

or

CMI

FOLLOW UP ACTIVITIES POST SURVEY

STAGE FIVE

A. TIME SEQUENCE: (one and one half hours)

Administer the Career Development Inventory CDI or the Career Maturity Inventory CMI. Use the same one as used the first time as a pre test, and take the pre survey again as a post survey and evaluation.

B. RESOURCE MATERIALS:

CDI or CMI instructional booklets, answer sheets and a number 2, pencil.

C AUDIO-VISUAL EQUIPMENT:

None is required unless using the overhead projector for transparencies.

D. PROCEDURES:

Again, give each student a copy of the CDI or CMI instructional booklet, an answer sheet and a number 2. pencil. A brief reminder of the test taking procedure will also be in order, as some of the students will have forgotten the process. Explain the reason for re-taking the inventory and readminister the intake form survey as a post evaluation.

NOTES:

CONCLUSIONS/RECOMMENDATIONS

The V.O.I.C.E. project began with a meeting of the several ABE school instructor staffs and the Indiana Career Resource Center staff. This meeting formed the relationship of rapport of those working with the targeted client group; assisted in the identification of a list of names of ABE students who formed the targeted group; provided the opportunity to look at facilities and to develop a calendar of activities.

It became apparent after two visits that several sites, namely South Bend, Elkhart and New Castle, would require expedited scheduling to complete all of the four parts of V.O.I.C.E. The programs at these sites were geared to volunteer persons from the communities and not CETA clients. Non-CETA clients seemed to be motivated to complete their ABE schooling rapidly and to take the GED test as soon as possible. This meant that many would begin V.O.I.C.E., complete their GED before another session, leave and either find employment, even though they were eligible to complete V.O.I.C.E. and were so informed at the beginning, or contact was lost for other reasons. On the other hand, CETA paid ABE students seemed to take longer to complete their GED preparation and therefore were around to complete the four V.O.I.C.E. sessions.

It became necessary to begin working with more persons at South Bend and New Castle in particular in order that at least a 50% survival ratio could be maintained. A recommendation would be to schedule each site, regardless of client motivation, in a block of two weeks continual sessions. In other words facilitators could meet with the clients each day for two weeks and work them completely through the four or five steps of V.O.I.C.E. This would require the additional facility of a classroom for larger groups rather than a mobile unit which was capable of housing four or five persons at the most at any one time. (The V.O.I.C.E. implementation model is designed for regular classroom infusion for this and other reasons).

The results, however, of the learnings which took place for the ABE participants who completed the four sessions were statistically significant. The 144 persons completing the program assessed themselves in the six areas of the pre and post survey by rating each area from a low of (1) to a high of (5). The rank order and value ratings given for the pre and post survey follow:

<u>RANK</u>		<u>AREA</u>	<u>VALUE RATINGS</u>	
Pre	Post		Pre	Post
1	5	1. Understanding of own occupational interests, skills and aptitudes.	3.1	4.3
3	4	2. Knowledge of occupations suited for.	2.5	4.0
2	3	3. Understanding of job seeking, getting and keeping skills.	2.8	4.4
4	3	4. Understanding of future job demands.	2.4	4.0
4	2	5. Understanding of educational and training opportunities.	2.4	4.2
5	1	6. Career materials used.	2.1	4.0

The above results are graphically illustrated in the figure 1. below:

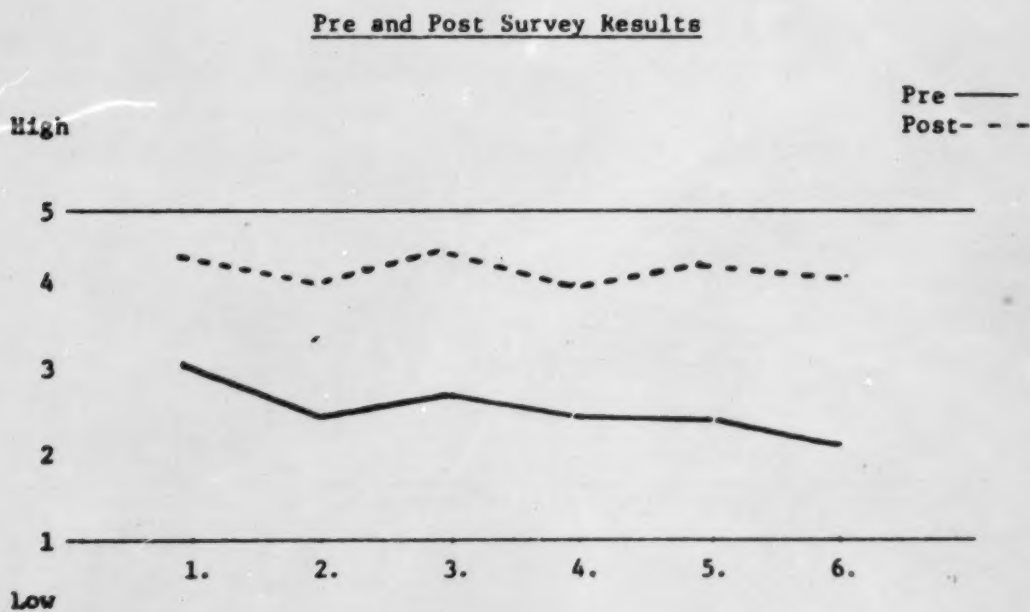
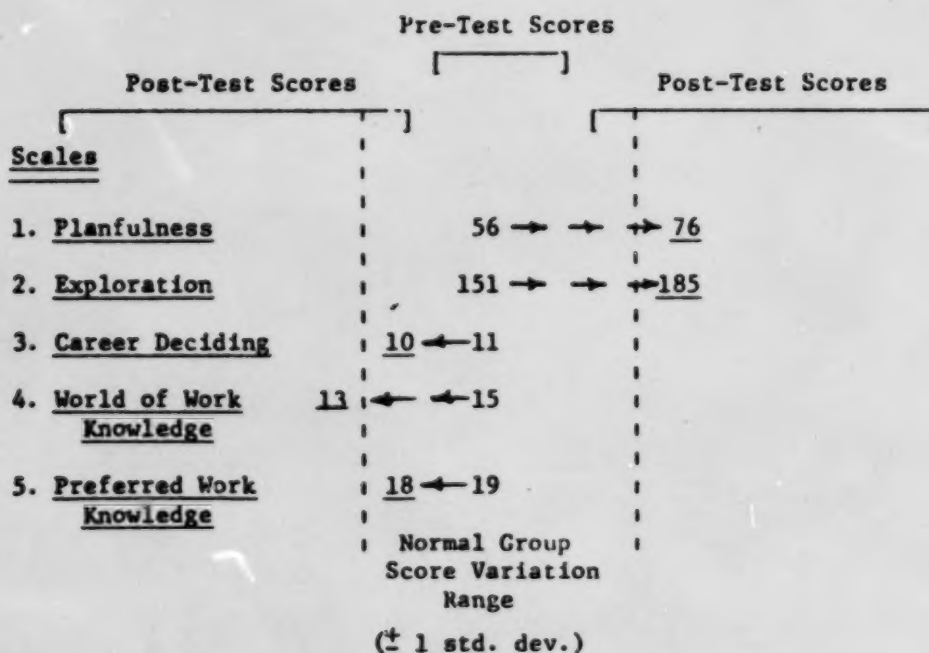


Figure 1.

As can be seen in the graphically illustrated pre and post survey results there was substantial gain (2.1) to (4.0) in the perceived use of career materials, similar gain (2.4) to (4.2) in understanding of educational and training opportunities, a gain of (2.8) to (4.4) in understanding of job seeking, getting and keeping skills, some gain (2.4) to (4.0) in understanding of future job demands, and a gain (2.5) to (4.0) in knowledge of occupations suited for. The least gains, although significant, (3.1) to (4.3) were in understanding of own occupational interests, skills and aptitudes. I believe the reason for lowest gains here was due to the ages of the clients. The ABE students tended to be older adults who had a fairly good picture of themselves and who had many occupational and life experiences prior to enrolling in the ABE program. This was not the case, however, for housewives and others who had not participated in outside of home employment. ALL showed growth in a knowledge and use of career materials and understanding of educational and training opportunities. Job survival skill training seemed beneficial to all and did assist several in finding employment even while continuing the V.O.I.C.E. program.

Changes in Participant Career Development During V.O.I.C.E.

Figure 2.



Note: Post test mean scores are underlined in the above figures.

Figure 2. shows changes in participant career development during V.O.I.C.E. Gains of a significant size were achieved in areas where participants attitudes about a need to career plan and a willingness to explore for career possibilities were effected. In the areas of career deciding, and knowledge about the chosen field of future work there was no significant change. In the area of general knowledge of the working world there was a loss. This may have been due in part to the inability of some persons to glean job information from the printed page. ALL of the participants were given copies of SRA and Chronicle Guidance Job Briefs per their job choices, however, at those times when the Career Mobile was inoperative, the participants did not receive job information in a filmstrip/cassette format. In other words, it seems important to provide occupational or working world information to persons in ALL media formats. This is especially important for the non or slow reader.

APPENDICES

- A. STUDENT PACKET OF MATERIALS LIST
- B. HISTORY TAKING INTAKE FORM AND PRE-POST SURVEY
- C. CAREER DEVELOPMENT INVENTORY CDI
- D. CAREER MATURITY INVENTORY CMI
- E. COMPARATIVE CAREER SEARCH CCS
- F. RESOURCE MATERIALS LIST
- G. VOCATIONAL PREFERENCE CLASSIFICATIONS
- H. STUDENT STAGE LESSON MANUAL

APPENDIX A.

STUDENT PACKET MATERIALS LIST

APPENDIX A.

STUDENT PACKET MATERIALS LIST

<u>TITLE OF PUBLICATION</u>	<u>PUBLISHER</u>
Careers For A Changing World Series:	New York Life Insurance Co.
The Arts	51 Madison Ave.
Natural Resources and the Environment	New York, New York 10010
Manufacturing	
Agribusiness	
Marketing and Distribution	
Construction	
Hospitality and Recreation	
Communications and Media	
Business and Office	
Health Care	
Consumer Services and Homemaking	
Public Service	
Transportation	
How To Get and Keep The Right Job	Carnation Company
	Public Relations Dept.
	Carnation Bldg.
	5045 Wilshire Blvd.
	Los Angeles, Calif. 90036
Personal Information Book	The Interstate Printers and
	Publishers, Inc.
	Danville, Ill. 61832
Need A Lift	The American Legion
	National Headquarters
	P.O. Box 1055
	Indianapolis, Ind. 46206

Indiana Labor Market Projections

Indiana Employment
Security Division
10 North Senate Ave.
Indianapolis, Ind. 46204

**Facing Facts About Vocational Education
for Your Career**

Prudential
Box 36
Newark, New Jersey 07101

**Facing Facts About Preparing For Your
Future**

Facing Facts About Your College Career

Christian Science Monitor-Careers For The 80's

Box 125
Astor Station
Boston, Mass. 02123

The Quick Job - Hunting Map, Basic

Ten Speed Press
Box 7123
Berkeley, Calif. 94707

**Handbook of Trade and Tech. Careers
And Training**

National Assoc. of Trade
& Technical Schools
2021 K. Street N. W.
Washington, D.C. 20006

APPENDIX B.

HISTORY TAKING INTAKE FORM AND PRE-POST SURVEY

STAGE LESSONS

STAGE ONE: (USE A PENCIL ONLY)

COMPLETE THE FOLLOWING HISTORY-TAKING INTAKE FORM AND THE
CAREER DEVELOPMENT PRE-SURVEY, AND STUDY THE CAREER VOCABULARY.

CAREER DEVELOPMENT INTAKE FORM

TODAY'S DATE: _____

1. NAME: _____ AGE: _____
(FIRST) (MIDDLE) (LAST)

2. RESIDENCE: _____
(NUMBER) (STREET OR RURAL ROUTE)

(CITY) (COUNTY) (ZIP)

3. TELEPHONE: _____
(YOURS) (WORK) (OTHER)

4. OCCUPATION OR SCHOOL: _____

5. OCCUPATIONS YOU HAVE THOUGHT OF FOR YOUR FUTURE:

6. SCHOOL SUBJECTS YOU LIKE BEST:

7. CHECK ANY AREAS OF STUDY THAT MEETS YOUR NEEDS:

☐ To LEARN MORE ABOUT MY TALENTS AND INTERESTS.☐ To FIND OUT MORE ABOUT DIFFERENT OCCUPATIONS.☐ To FIND OUT ABOUT THE FUTURE JOB OUTLOOK.☐ To FIND ABOUT MORE ABOUT TRAINING PROGRAMS.☐ To LEARN WHAT TO DO IN A JOB INTERVIEW.☐ (OTHER)

NOTES:

CAREER DEVELOPMENT SURVEY (PRE)

DIRECTIONS: PLEASE TAKE TIME TO COMPLETE THE FOLLOWING QUESTIONS
BEFORE YOU BEGIN YOUR CAREER PLANNING SESSION. CIRCLE
YOUR RATING FOR EACH QUESTION.

1. HOW WELL DO YOU UNDERSTAND YOUR OWN OCCUPATIONAL INTERESTS, SKILLS,
AND APTITUDES?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

2. HOW MANY OCCUPATIONS DO YOU KNOW FOR WHICH YOU ARE SUITED?

A LOT	MANY	SOME	FEW	NONE
5	4	3	2	1

3. HOW WELL DO YOU KNOW WHICH JOBS WILL BE IN DEMAND IN THE FUTURE?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

4. HOW MANY MATERIALS HAVE YOU USED THAT ARE HELPFUL IN CAREER PLANNING?

A LOT	MANY	SOME	FEW	NONE
5	4	3	2	1

5. HOW WELL DO YOU UNDERSTAND THE SUCCESSFUL APPROACHES FOR JOB FINDING
AND JOB GETTING?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

6. HOW WELL DO YOU UNDERSTAND THE EDUCATIONAL AND TRAINING OPPORTUNITIES
OPEN TO YOU?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

DIRECTIONS: PLEASE TAKE TIME TO COMPLETE THE FOLLOWING QUESTIONS NOW THAT YOU HAVE COMPLETED YOUR CAREER PLANNING SESSION. CIRCLE YOUR RATING FOR EACH QUESTION.

1. HOW WELL DO YOU UNDERSTAND YOUR OWN OCCUPATIONAL INTERESTS, SKILLS, AND APTITUDES?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

2. HOW MANY OCCUPATIONS DO YOU KNOW FOR WHICH YOU ARE SUITED?

A LOT 5 MANY 4 SOME 3 FEW 2 NONE 1

3. HOW WELL DO YOU KNOW WHICH JOBS WILL BE IN DEMAND IN THE FUTURE?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

4. HOW MANY MATERIALS HAVE YOU USED THAT ARE HELPFUL IN CAREER PLANNING?

A LOT 5 MANY 4 SOME 3 FEW 2 NONE 1

5. HOW WELL DO YOU UNDERSTAND THE SUCCESSFUL APPROACHES FOR JOB FINDING AND JOB GETTING?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

6. HOW WELL DO YOU UNDERSTAND THE EDUCATIONAL AND TRAINING OPPORTUNITIES OPEN TO YOU?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

APPENDIX C.

CAREER DEVELOPMENT INVENTORY

CDI

CAREER DEVELOPMENT INVENTORY CDI

TEST DESCRIPTION

AUTHORS: Donald E. Super, Ph. D., and Albert S. Thompson, Ph. D.

PUBLISHER: Consulting Psychologists Press, Inc.

DATES of PUBLICATION: 1979 - 1980

FORMS of the TEST: (Form IV Final Revised Version)

One with two types of measures..Basic and Occupational. The first part yields scores for two attitudinal aspects: planfulness and exploration and two cognitive aspects: career decision making and World of Work information. The second part yields one score, knowledge of one's preferred occupational group.

GRADE/AGE LEVEL: The CDI is standardized in a cross-section of American schools in grades 9 through 12.

VALIDITY and RELIABILITY: The CDI is quite consistent internally as shown in the following:

FORM IV 9th Grade

I. Planfulness	.88
II. Exploration	.78
III. Career Decision	.66
IV. Career and Occupational Information	.83
V. Preferred Occupation	.75

SCORING METHOD: Hand or Machine

APPENDIX D.

CAREER MATURITY INVENTORY

CMI

CAREER MATURITY INVENTORY CMI

TEST DESCRIPTION

AUTHORS: John Crites

PUBLISHER: California Test Bureau/McGraw Hill

DATE of PUBLICATION: 1973 - 1978

FORMS of the TEST: One with two types of measures..Attitude scale and competence test.

Form A - 2 serves screening purposes while B - 1 is for counseling use.

GRADE/AGE LEVEL: Grades 6 - 12, college, and adults (most appropriate for secondary students)

VALIDITY and RELIABILITY: Internal consistency coefficients average .74 across grades 6 - 12 sampling. Test - retest reliabilities average .71. Extensive content, criterion - related, and construct validity references are reported in the Theory and Research Handbook.

SCORING METHODS: Hand or machine

TRAINING NECESSARY: None

TIME LIMITS: None - approximately 120 minutes needed to complete both measures.

APPENDIX E.

COMPARATIVE CAREER SEARCH

CCS

COMPARATIVE CAREER SEARCH CCS

TEST DESCRIPTION

AUTHOR: Indiana Career Resource Center - - Gerald O. Dudley, Ph.D.,
Research; Jim Meuninck, Photography; Paul Smith, Narration.

PUBLISHERS: Distributed by the Indiana Career Resource Center

DATE of PUBLICATION: 1978, 1979, 1980, 1981

FORMS of TEST: Two - English and Spanish

GRADE/AGE LEVEL: Ages 13 through 18 and adult

VALIDITY and RELIABILITY: Choice of worker pictures was determined through expert judges independently relating job titles to pictures. Perfect inter - rater reliability was required for inclusion. This method content validity provided the initial items. Concurrent validity was determined by correlations between similar scales of the CCS and the Vocational Preference Inventory. Resultant correlations ranged between .53 and .68. Construct validity correlations ranged between .27 and .57 when comparing work environment (job title) scales with the CCS scales. Item - total correlations have been used as a second - level screening for keeping or rejecting items. Sex balance was accomplished through picture selection.

SCORING METHOD: Hand or machine

TRAINING NECESSARY: None

TIME LIMITS: None, however, the filmstrip/cassette paces the test taking. About 25 - 30 minutes average for completing the instrument and profiling the results.

APPENDIX F.

RESOURCE MATERIALS LIST

RESOURCE MATERIAL LIST

<u>ITEM</u>	<u>PUBLISHER</u>
SRA Job Briefs	Science Research Associates 155 N. Wacker Dr. Chicago, Ill. 60606
Three In One Service (Job Briefs)	Chronicle Guidance Publications Moravia, New York 13118
Fascinating World of Work (Filmstrip Cassette)	National Career Consultants 1300 E. Apapaho Road Richardson, Texas 75081
300 Job Titles (Filmstrip/cassette) (Optional)	Gould Inc. Educational System 4423 Arden Drive El Monte, Calif. 91521
Goofy Goes to Work Series	Disney Educational Media 500 South Buena Vista St. Burbank, Calif. 91521
Dictionary of Occupational Titles Occupational Outlook Handbook	Supt. of Documents U.S. Government Printing Office Washington, D.C. 20402
Popeye Comic Books	King Features 235 E. 45th Street New York, New York 10017

APPENDIX G.

VOCATIONAL PREFERENCE CLASSIFICATIONS

VOCATIONAL PREFERENCE CLASSIFICATIONS

The six areas of vocational preference correspond to the unique groups of occupations described by Holland (1973) as characteristic of the social or physical environments found through American work opportunities. The six areas are:

- I. Conventional (Organizer)
- II. Enterprising (Influencer)
- III. Social (Helper)
- IV. Artistic (Creator)
- V. Investigative (Investigator)
- VI. Realistic (Doer)

The meaning of the results of the Comparative Career Search follows the general vocational interest areas purposed by Holland (1958, 1964, 1966, and 1973). In using the psychometric construct of interests, Holland views occupational choice as a congruence between an individual's personal preferences and the opportunities for satisfaction afforded by work environments.

In general, the person - descriptions that follow connote generalizable comments about each of the interest areas on the Comparative Career Search.

- I. Conventional (Organizer): A liking for ordered activities; comfortable in large organizations; preference for knowing what is expected; self - controlled; material possessions and status are valued; less interested in enjoying in physical pursuits or intense relationships.
- II. Enterprising (Influencer): Comfortable in verbal use of words; energetic, enthusiastic, adventurous, self - confident, dominant; leadership prone; persuasive; impatient with detail or precision; values power, status, material wealth.
- III. Social (Helper): Concerned with others' welfare; sociable, responsible, responsive, humanistic; able to express feelings and get along with others; comfortable in groups; problem

solvers using discussion; less interested in physical exertion or using machinery.

- IV. Artistic (Creator): Enjoys self expression opportunities; able to work alone; sensitive, emotional, non-assertive, original; less interested in structure or order; unconventional; abstract.
- V. Investigative (Investigator): likes scientific pursuits and investigation; task oriented; needs to understand functions of physical properties; thinks rather than acts; original, creative; less people oriented; problem solver of ambiguous challenges; mathematical.
- VI. Realistic (Doer): Prefers physical skills; aggressive, rugged, robust, practical, strong; outdoors oriented, chooses tools and power machines; conservative in political and economic opinions; physical and creative with the hands; non-person oriented.

APPENDIX H.

STUDENT STAGE LESSON MANUAL

V. O. I. C. E.

VOCATIONAL ORIENTATION FOR INDIVIDUAL COUNSELING EVALUATION MODEL

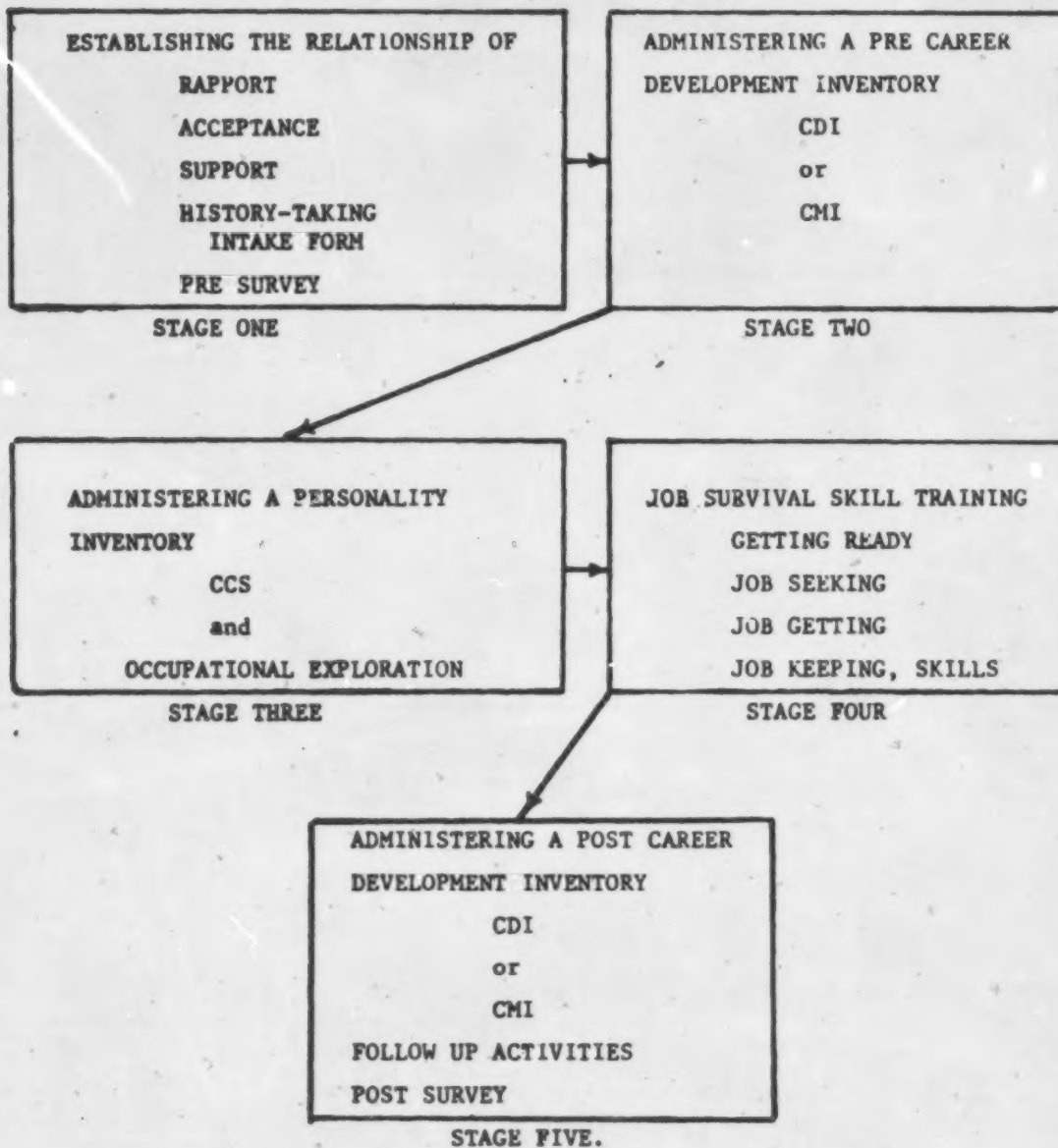
STUDENT STAGE LESSON MANUAL

OVERVIEW AND
STAGE LESSONS

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V. O. I. C. E. MODEL



V. O. I. C. E.

VOCATIONAL ORIENTATION FOR INDIVIDUAL COUNSELING EVALUATION

OVERVIEW

THE V.O.I.C.E. MODEL WILL GIVE YOU THE OPPORTUNITY TO EXPLORE SOME OF THE APPROXIMATELY 20,000 WAYS THAT PEOPLE WORK. YOU WILL LOOK AT INTERESTS, TALENTS, TEMPERAMENTS, AND LIMITATIONS NEEDED FOR JOBS; WHAT IT IS PEOPLE DO IN THEIR WORK; AND YOU WILL HAVE THE CHANCE TO PREPARE CAREER GOALS FOR YOURSELF. ALSO, YOU WILL HAVE THE OPPORTUNITY TO LEARN ABOUT GETTING READY FOR WORK, JOB SEEKING, JOB GETTING, AND JOB KEEPING SKILLS.

THE V.O.I.C.E. MODEL HAS FIVE (5) STEPS OR STAGES FOR YOU TO CONSIDER:

STAGE ONE:

DURING THIS BEGINNING STAGE YOU WILL HAVE WORKED WITH YOUR CLASSROOM TEACHER IN THE ABE PROGRAM LEADING TO YOUR GETTING THE GED. WHEN YOU ARE READY FOR THE CAREER DEVELOPMENT LESSONS THE REGULAR CLASSROOM TEACHER MAY INSTRUCT YOU OR ANOTHER, EMPLOYED FOR THIS PURPOSE, MAY WORK WITH YOU. AT THE START YOU WILL COMPLETE A CAREER DEVELOPMENT INTAKE FORM, AND REACT TO A SERIES OF QUESTIONS CONCERNING YOUR KNOWLEDGE OF:

1. UNDERSTANDING OF YOUR OWN OCCUPATIONAL INTERESTS, SKILLS, AND APTITUDES.
2. OCCUPATIONS FOR WHICH YOU ARE SUITED.
3. UNDERSTANDING OF JOB SEEKING, GETTING, AND KEEPING SKILLS.
4. UNDERSTANDING OF FUTURE JOB DEMANDS.
5. UNDERSTANDING OF EDUCATIONAL AND TRAINING OPPORTUNITIES OPEN TO YOU.
6. CAREER RESOURCE MATERIALS.

IT IS ALSO IMPORTANT THAT YOU HAVE AN UNDERSTANDING OF THE WORDS OR VOCABULARY USED IN CAREER DEVELOPMENT COUNSELING.

V. O. I. C. E.

VOCATIONAL ORIENTATION FOR INDIVIDUAL COUNSELING EVALUATION

OVERVIEW

THE V.O.I.C.E. MODEL WILL GIVE YOU THE OPPORTUNITY TO EXPLORE SOME OF THE APPROXIMATELY 20,000 WAYS THAT PEOPLE WORK. YOU WILL LOOK AT INTERESTS, TALENTS, TEMPERAMENTS, AND LIMITATIONS NEEDED FOR JOBS; WHAT IT IS PEOPLE DO IN THEIR WORK; AND YOU WILL HAVE THE CHANCE TO PREPARE CAREER GOALS FOR YOURSELF. ALSO, YOU WILL HAVE THE OPPORTUNITY TO LEARN ABOUT GETTING READY FOR WORK, JOB SEEKING, JOB GETTING, AND JOB KEEPING SKILLS.

THE V.O.I.C.E. MODEL HAS FIVE (5) STEPS OR STAGES FOR YOU TO CONSIDER:

STAGE ONE:

DURING THIS BEGINNING STAGE YOU WILL HAVE WORKED WITH YOUR CLASSROOM TEACHER IN THE ABE PROGRAM LEADING TO YOUR GETTING THE GED. WHEN YOU ARE READY FOR THE CAREER DEVELOPMENT LESSONS THE REGULAR CLASSROOM TEACHER MAY INSTRUCT YOU OR ANOTHER, EMPLOYED FOR THIS PURPOSE, MAY WORK WITH YOU. AT THE START YOU WILL COMPLETE A CAREER DEVELOPMENT INTAKE FORM, AND REACT TO A SERIES OF QUESTIONS CONCERNING YOUR KNOWLEDGE OF:

1. UNDERSTANDING OF YOUR OWN OCCUPATIONAL INTERESTS, SKILLS, AND APTITUDES.
2. OCCUPATIONS FOR WHICH YOU ARE SUITED.
3. UNDERSTANDING OF JOB SEEKING, GETTING, AND KEEPING SKILLS.
4. UNDERSTANDING OF FUTURE JOB DEMANDS.
5. UNDERSTANDING OF EDUCATIONAL AND TRAINING OPPORTUNITIES OPEN TO YOU.
6. CAREER RESOURCE MATERIALS.

IT IS ALSO IMPORTANT THAT YOU HAVE AN UNDERSTANDING OF THE WORDS OR VOCABULARY USED IN CAREER DEVELOPMENT COUNSELING.

STAGE TWO:

WHEN YOU ARE READY, YOUR INSTRUCTOR WILL ADMINISTER A CAREER DEVELOPMENT INVENTORY. THE CAREER DEVELOPMENT INVENTORY IS TO ASSESS YOUR UNDERSTANDINGS OF CAREER PLANNING, CAREER EXPLORATION, CAREER DECISION MAKING, WORLD OF WORK INFORMATION AND KNOWLEDGE OF A PREFERRED OCCUPATION. THIS SAME INVENTORY WILL BE GIVEN TO YOU AGAIN AT THE STAGE FIVE SEQUENCE OF YOUR INSTRUCTION.

STAGE THREE:

THIS SESSION WILL GIVE YOU THE OPPORTUNITY TO COMPARE YOUR OWN INTERESTS, TALENTS, AND APTITUDES TO THOSE OF OTHERS IN THE WORKING WORLD. YOUR INSTRUCTOR WILL HAVE YOU TAKE A SIMPLE, FUN-TO-DO, VOCATIONAL INTEREST SURVEY CALLED THE COMPARATIVE CAREER SEARCH. YOU MAY TAKE IT AT YOUR DESK USING A SMALL FILMSTRIP/CASSETTE VIEWER, OR THE SURVEY MAY BE GIVEN TO YOUR ENTIRE GROUP AT ONE TIME.

THE COMPARATIVE CAREER SEARCH IS A SERIES OF PICTURES SHOWING PEOPLE AT WORK. THE DRAWINGS BESIDE THE PICTURES ARE CLUES TO THE TASKS WHICH THE PEOPLE ARE DOING. A CASSETTE TAPE WILL GIVE YOU THE DIRECTIONS FOR TAKING THE SURVEY, AND MUSIC IS PROVIDED FOR YOUR LISTENING PLEASURE. YOU WILL KNOW THE RESULTS OF THE SURVEY RIGHT AWAY AS YOU WILL SCORE YOUR ANSWER SHEET IMMEDIATELY.

YOU WILL ALSO HAVE THE OPPORTUNITY TO USE THE CAREER RESOURCE MATERIALS AVAILABLE IN YOUR CLASSROOM FOR FURTHER STUDY OF OCCUPATIONS, OR YOU MAY WANT TO USE ANY LIBRARY, TALK TO PEOPLE IN THE OCCUPATIONS OF YOUR INTEREST, AND USE THE PACKETS OF MATERIAL GIVEN TO YOU AT THE START OF THIS CAREER DEVELOPMENT STUDY.

STAGE FOUR:

WHILE ALL OF THE STEPS OR STAGES IN V.O.I.C.E. ARE IMPORTANT IN YOUR CAREER DEVELOPMENT, THIS FOURTH STAGE WILL ENABLE YOU TO BECOME SKILLFUL IN RESUME WRITING, FILLING OUT A JOB APPLICATION, AND INTERVIEWING FOR INFORMATION AND FOR JOBS AS WELL. THIS STAGE IS CALLED JOB SURVIVAL SKILLS TRAINING. THERE IS A HOME-STUDY SECTION IN THIS STAGE FOR YOU TO DO.

STAGE FIVE:

YOU WILL REMEMBER HAVING TAKEN A CAREER DEVELOPMENT INVENTORY DURING THE SECOND STAGE. THAT FIRST ONE, AFTER BEING SCORED, HAS BEEN A HELP TO YOU AND TO YOUR INSTRUCTOR IN KNOWING JUST HOW MUCH STUDY YOU NEEDED IN THOSE AREAS COVERED BY THE INVENTORY. NOW YOU WILL RETAKE THE INVENTORY IN ORDER THAT AN ASSESSMENT CAN BE DONE TO SHOW THE GAINS MADE IN YOUR KNOWLEDGE. ALSO YOU WILL RETAKE THE SURVEY TO EVALUATE WHAT YOU HAVE LEARNED IN THOSE AREAS.

STAGE LESSONS

STAGE ONE: (USE A PENCIL ONLY)

COMPLETE THE FOLLOWING HISTORY-TAKING INTAKE FORM AND THE
CAREER DEVELOPMENT PRE-SURVEY, AND STUDY THE CAREER VOCABULARY.

CAREER DEVELOPMENT INTAKE FORM

TODAY'S DATE: _____

1. NAME: _____ AGE: _____
(FIRST) (MIDDLE) (LAST)

2. RESIDENCE: _____
(NUMBER) (STREET OR RURAL ROUTE)

(CITY) (COUNTY) (ZIP)

3. TELEPHONE: _____
(YOURS) (WORK) (OTHER)

4. OCCUPATION OR SCHOOL: _____

5. OCCUPATIONS YOU HAVE THOUGHT OF FOR YOUR FUTURE:

6. SCHOOL SUBJECTS YOU LIKE BEST:

7. CHECK ANY AREAS OF STUDY THAT MEETS YOUR NEEDS:

____ To LEARN MORE ABOUT MY TALENTS AND INTERESTS.

____ To FIND OUT MORE ABOUT DIFFERENT OCCUPATIONS.

____ To FIND OUT ABOUT THE FUTURE JOB OUTLOOK.

____ To FIND ABOUT MORE ABOUT TRAINING PROGRAMS.

____ To LEARN WHAT TO DO IN A JOB INTERVIEW.

____ (OTHER) _____

NOTES:

CAREER DEVELOPMENT SURVEY (PRE)

DIRECTIONS: PLEASE TAKE TIME TO COMPLETE THE FOLLOWING QUESTIONS
BEFORE YOU BEGIN YOUR CAREER PLANNING SESSION. CIRCLE
YOUR RATING FOR EACH QUESTION.

1. HOW WELL DO YOU UNDERSTAND YOUR OWN OCCUPATIONAL INTERESTS, SKILLS,
AND APTITUDES?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

2. HOW MANY OCCUPATIONS DO YOU KNOW FOR WHICH YOU ARE SUITED?

A LOT 5 MANY 4 SOME 3 FEW 2 NONE 1

3. HOW WELL DO YOU KNOW WHICH JOBS WILL BE IN DEMAND IN THE FUTURE?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

4. HOW MANY MATERIALS HAVE YOU USED THAT ARE HELPFUL IN CAREER PLANNING?

A LOT 5 MANY 4 SOME 3 FEW 2 NONE 1

5. HOW WELL DO YOU UNDERSTAND THE SUCCESSFUL APPROACHES FOR JOB FINDING
AND JOB GETTING?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

6. HOW WELL DO YOU UNDERSTAND THE EDUCATIONAL AND TRAINING OPPORTUNITIES
OPEN TO YOU?

EXTREMELY 5 VERY 4 SOMEWHAT 3 HARDLY 2 NOT AT ALL 1

(VOCABULARY STUDY LIST)

CAREER DEVELOPMENT VOCABULARY

APTITUDE: THE NATURAL ABILITY OR POTENTIAL TO DO SOMETHING, WHICH CAN BE DEVELOPED BY PRACTICE OR TRAINING IN A SKILL.

AWARENESS: PERCEPTION OF THE WORLD OF WORK, OF WORKERS AND OF SELF.

CAREER: AN INDIVIDUAL'S TOTAL LIFE EXPERIENCES; A LIFE-STYLE.

CAREER CHOICE PROCESS: A SYSTEMATIC APPROACH TO MAKING A CAREER DECISION USING VALID DATA ABOUT SELF, JOB OPPORTUNITIES AND FUTURE JOB TRENDS.

CAREER DEVELOPMENT: SELF DEVELOPMENT OVER THE LIFE SPAN THROUGH EDUCATION, WORK AND USE OF LEISURE TIME.

CAREER EDUCATION: TOTAL EDUCATION, COMPOSED OF ALL EDUCATIONAL EXPERIENCES THAT PREPARE ONE FOR ECONOMIC INDEPENDENCE, PERSONAL FULFILLMENT AND AN APPRECIATION FOR THE DIGNITY OF WORK.

CAREER GUIDANCE: ACTIVITIES WHICH FACILITATE CAREER DEVELOPMENT IN INDIVIDUALS.

CAREER PATTERNS: A DESIGN AFFECTED BY AN INDIVIDUAL'S PARENTAL SOCIO-ECONOMIC LEVEL, MENTAL ABILITY AND PERSONAL CHARACTERISTICS, AND BY THE OPPORTUNITIES TO WHICH EXPOSED.

COMMUNITY RESOURCES: PEOPLE, PLACES AND MATERIALS AVAILABLE WITHIN
A LOCAL COMMUNITY THAT WILL AID IN THE RECEIVING
OF ACCURATE CAREER INFORMATION.

EMPLOYMENT: ANY WORK FOR PAY OR PROFIT.

ENTRY LEVEL JOB: A JOB THAT REQUIRES NO PREVIOUS TRAINING OR EXPERIENCE
TO PERFORM OR ONE IN WHICH THE EMPLOYER PROVIDES TRAIN-
ING OR TRAINING WAS AVAILABLE THROUGH EDUCATIONAL
PROGRAMS.

JOB: AN ACTIVITY PERFORMED REGULARLY IN EXCHANGE FOR PAYMENT.

JOB EXPLORATION: A PROCESS OR INVESTIGATING THE WORLD OF WORK BY STUDY,
FIELD TRIPS, GUEST SPEAKERS, SIMULATED WORK EXPERIENCES,
OR REAL WORK EXPERIENCES.

JOB FAMILIES: JOBS RELATED DUE TO SIMILARITY IN WORK PERFORMED.

JOB TRAINING: TRAINING FOR A PIECE OF WORK TO BE DONE FOR PAY.

LEISURE: FREEDOM FROM REQUIRED EFFORT WITH THE TIME USED IN A SELF-
FULFILLING MANNER.

OCCUPATION: A GROUP OF SIMILAR JOBS; THE TYPE OF WORK A PERSON DOES.

OCCUPATIONAL CLUSTER: A CLASSIFICATION OF OCCUPATIONS WHICH ARE RELATED AND GROUPED ACCORDING TO TYPE OF WORK, SKILL OF WORKER AND PLACE WHERE WORK IS CARRIED ON.

OCCUPATIONAL INFORMATION: DATA CONCERNING TRAINING AND EDUCATIONAL PROGRAMS LEADING TO SPECIFIC OCCUPATIONS. THIS DATA ALSO INCLUDES INFORMATION ABOUT CAREER PATTERNS AND EMPLOYMENT OUTLOOK.

ROLE MODEL: A PERSON WITH WHOM A PERSON IDENTIFIES FOR THE PURPOSES OF SHAPING HIS/HER OWN BEHAVIOR.

ROLE PLAY: A TYPE OF BEHAVIOR WHICH ACCOMPANIES OR FOLLOWS IDENTIFICATION.

SEMI-SKILLED LABOR: OPERATIVE WORK, SUCH AS ASSEMBLING GOODS AND OPERATING MACHINES. IT REQUIRES SOME TRAINING AND EXPERIENCE.

SKILLED LABOR: CRAFTSMEN; MANY ACQUIRE THEIR SKILL BY FORMAL APPRENTICESHIP TRAINING, ON-THE-JOB TRAINING AND/OR ATTENDING VOCATIONAL OR TRADE SCHOOL.

SKILL TRAINING: TRAINING TO BECOME COMPETENT IN A SPECIFIC ABILITY.

VOCATION: A TRADE OR OCCUPATION.

WORK: ANY KIND OF PLANNED AND RESPONSIBLE ACTIVITY IN WHICH ONE
ENGAGES WITH AN EXPECTATION OF GETTING A GAINFUL RETURN FOR HIS/
HER EFFORTS; EFFORT DESIGNED TO PRODUCE BENEFITS.

OTHER WORDS YOU MAY WANT TO LEARN:

NOTES:

STAGE TWO: (USE A PENCIL ONLY)

COMPLETE A CAREER DEVELOPMENT INVENTORY USING A NUMBER 2, PENCIL.

NOTES:

STAGE THREE: (USE A PENCIL ONLY)

TAKE THE COMPARATIVE CAREER SEARCH INTEREST INVENTORY AND THEN USING ANY OF THE CAREER RESOURCE MATERIAL AVAILABLE, STUDY THE OCCUPATIONS OF INTEREST TO YOU.

NOTES:

NOTES: (CONTINUED)

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STAGE FOUR: (USE A PENCIL ONLY)

JOB SURVIVAL SKILLS

THIS IS A HOME STUDY ASSIGNMENT FOR YOU TO COMPLETE, THEN
BRING BACK TO CLASS FOR YOU AND YOUR INSTRUCTOR TO CHECK.

- A. GETTING READY
- B. JOB SEEKING
- C. JOB GETTING
- D. JOB KEEPING, SKILLS

INTRODUCTION:

THE TYPICAL STUDENT (PERSON) FACES A FORTY-FOUR YEAR FUTURE IN THE WORKING WORLD. THIS AMOUNTS TO APPROXIMATELY 88,000 HOURS AND OVER A HALF A MILLION DOLLARS IN EARNED INCOME. IT IS NO WONDER THAT THE PROCESS OF ENTERING THE WORLD OF WORK IS OFTEN MARKED BY ANXIETY, FEAR, AND FRUSTRATION. THERE ARE SEVERAL THINGS YOU NEED TO CONSIDER IN THE JOB SURVIVAL AREA OF THE CAREER PROCESS.

NO MANUAL CAN LAY DOWN RULES WHICH WILL GUARANTEE GETTING A JOB OR BEING A GOOD INTERVIEWEE. THIS V.O.I.C.E. PROFILE IS NO EXCEPTION. THE VERY FACT THAT INTERVIEWS ARE CONDUCTED BY HUMAN BEINGS NEGATES THE USEFULNESS OF A SET OF RULES WHICH WILL APPLY TO EVERYONE. YOU SHOULD, HOWEVER, DO THIS STAGE OR SESSION WITH THE UNDERSTANDING AND CONCENTRATION OF A PERSON KNOWING THAT YOU WILL BE FACING ALL OF THE PROCESSES FOR WHICH YOU ARE NOW PRACTICING. WHAT MAKES US HUMAN

IS THAT WE POSSESS A UNIQUE COMBINATION OF VALUES, ATTITUDES, FEELINGS, DRIVES, AND PAST EXPERIENCES. NOW, YOU SHOULD ADAPT ALL OF THE PRINCIPLES DISCUSSED IN V.O.I.C.E. JOB SURVIVAL SKILLS, TO YOUR PERSONALITY AND BACKGROUND AND TO THE DEMANDS OF EACH SITUATION YOU WILL ENCOUNTER.

A.

GETTING READY

IN ORDER TO CREATE THE BEST POSSIBLE IMPRESSION OF YOURSELF TO A POTENTIAL EMPLOYER, IT IS NECESSARY TO THINK ABOUT WHAT YOU CAN OFFER A COMPANY AS AN EMPLOYEE. MOST EMPLOYERS CARE MORE ABOUT PERSONALITY CHARACTERISTICS THAN THEY DO ABOUT WORK EXPERIENCE OR EDUCATIONAL TRAINING. IT IS DIFFICULT FOR YOU AS AN APPLICANT FOR A JOB TO GET ACROSS IMPORTANT PERSONAL QUALITIES WHICH YOU MAY TAKE FOR GRANTED, SUCH AS DEPENDABILITY, OR HONESTY. YET, TO PROSPECTIVE EMPLOYERS, THOSE QUALITIES ARE VERY IMPORTANT.

IN V.O.I.C.E. PROFILE 1., YOU WILL FIND A LIST OF CHARACTERISTICS WHICH ARE OFTEN IMPORTANT TO AN EMPLOYER. THEY ARE QUALITIES WHICH ANYONE COULD HAVE, BUT NOT EVERYONE DOES HAVE.

NOW, FIND V.O.I.C.E. PROFILE SHEET 1., AND ANSWER THE QUESTIONS WHILE RATING YOURSELF.

V.O.I.C.E. PROFILE SHEET 1.

DIRECTIONS:

PLACE A (✓) IN THE SPACES PROVIDED UNDER CATEGORIES
POOR, AVERAGE, EXCELLENT. RATE YOURSELF FROM "1" TO "5"
ON EACH FACTOR.

	POOR	AVERAGE		EXCELLENT	
	1	2	3	4	5
1. DEPENDABLE	()	()	()	()	()
2. HONEST	()	()	()	()	()
3. MOTIVATED	()	()	()	()	()
4. ASSERTIVE	()	()	()	()	()
5. OUTGOING	()	()	()	()	()
6. PERSISTENT	()	()	()	()	()
7. CONSCIENTIOUS	()	()	()	()	()
8. AMBITIOUS	()	()	()	()	()
9. PUNCTUAL	()	()	()	()	()
10. CREATIVE	()	()	()	()	()
11. INTELLIGENT	()	()	()	()	()
12. MATURE	()	()	()	()	()
13. EMOTIONALLY STABLE	()	()	()	()	()
14. ENTHUSIASTIC	()	()	()	()	()
15. FLEXIBLE	()	()	()	()	()
16. REALISTIC	()	()	()	()	()
17. RESPONSIBLE	()	()	()	()	()
18. SERIOUS	()	()	()	()	()

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(CONTINUE NEXT PAGE)

	1	2	3	4	5
19. PLEASANT	()	()	()	()	()
20. SINCERE	()	()	()	()	()
21. ANALYTICAL	()	()	()	()	()
22. ORGANIZED	()	()	()	()	()
23. APPEARANCE	()	()	()	()	()
24. ABLE TO GET ALONG WITH CO-WORKERS	()	()	()	()	()
25. ABLE TO GET ALONG WITH SUPERVISORS	()	()	()	()	()
26. ORAL COMMUNICATIONS SKILLS	()	()	()	()	()
27. WRITTEN COMMUNICATIONS SKILLS	()	()	()	()	()
28. REFERENCES	()	()	()	()	()
29. SCHOOL ATTENDANCE	()	()	()	()	()
30. JOB ATTENDANCE	()	()	()	()	()
31. WILLING TO WORK LONG HOURS	()	()	()	()	()
32. WILLINGS TO WORK EVENINGS AND WEEKENDS	()	()	()	()	()
33. WILLING TO RELOCATE	()	()	()	()	()
34. WILLING TO TRAVEL	()	()	()	()	()
35. WILLING TO COMMUTE A LONG DISTANCE.	()	()	()	()	()
36. WILLING TO START AT THE BOTTOM AND ADVANCE ACCORDING TO OWN MERIT	()	()	()	()	()
37. ABLE TO ACCEPT CRITICISM	()	()	()	()	()
38. ABLE TO MOTIVATE OTHERS	()	()	()	()	()
39. ABLE TO FOLLOW THROUGH ON SOMETHING UNTIL IT IS DONE	()	()	()	()	()
40. ABLE TO MAKE GOOD USE OF TIME	()	()	()	()	()

	1	2	3	4	5
41. GOAL ORIENTED	()	()	()	()	()
42. HEALTHY	()	()	()	()	()
43. SHOW INITIATIVE	()	()	()	()	()
44. ABLE TO FOLLOW DIRECTIONS	()	()	()	()	()
45. DETAIL ORIENTED	()	()	()	()	()
46. ABLE TO LEARN QUICKLY	()	()	()	()	()
47. DESIRE TO WORK HARD	()	()	()	()	()
48. MORAL STANDARDS	()	()	()	()	()
49. POISED	()	()	()	()	()
50. GROWTH POTENTIAL	()	()	()	()	()
51. OTHERS _____	()	()	()	()	()

THE CHARACTERISTICS WHICH YOU HAVE RANKED HIGHLY #4 OR #5,
ARE PART OF THE MESSAGE THAT YOU WILL WANT TO COMMUNICATE TO
THE EMPLOYER.

DO YOU KNOW YOUR PERSONAL GOALS? HAVE YOU THOUGHT ABOUT THE FOLLOWING?

1. WHAT SPECIFIC TYPE OF WORK DO YOU WANT?
2. WHAT DO YOU EVENTUALLY WANT TO DO AFTER YOU HAVE HAD SOME EXPERIENCE?
3. WHAT TASKS ON THE JOB DO YOU THINK YOU WILL NEED TO IMPROVE UPON?
4. WHAT TASKS ON THE JOB DO YOU THINK YOU WILL DO BEST?
5. WHAT DID YOU LIKE MOST ABOUT EACH OF THE JOBS YOU HAVE HAD? WHY?
6. WHAT DID YOU DISLIKE ABOUT EACH JOB? WHY?
7. WHY DID YOU LEAVE YOUR LAST JOB?

ACTION ACTIVITY:

VIEW THE FILMSTRIP "BEFORE THE SEARCH BEGINS", FROM GOOFY GOES TO WORK.

NOW, GO TO V.O.I.C.E. PROFILE SHEET 2., AND COMPLETE THE INFORMATION.

DO YOU HAVE YOUR PERSONAL INFORMATION OR DATA ORGANIZED IN ORDER TO FILL OUT A JOB APPLICATION COMPLETELY AND ACCURATELY? THIS INFORMATION MAY ALSO, BE USED AS A RESUME OR A SUMMING UP OF YOUR LIFE. YOU WILL NEED, AT LEAST, THE FOLLOWING ITEMS TO COMPLETE V.O.I.C.E. PROFILE SHEET 3.:

1. DRIVERS LICENSE (IF YOU DRIVE)
2. SOCIAL SECURITY CARD (IF YOU DO NOT HAVE ONE YOU SHOULD GET ONE)
3. BIRTH CERTIFICATE (COPY OF)
4. RECORD OF YOUR EDUCATION
5. RECORD OF PAST JOBS

NOW, FIND V.O.I.C.E. PROFILE SHEET 3., AND COMPLETE THE INFORMATION.

PERSONAL DATA SHEET OUTLINE

PERSONAL:

DATE OF BIRTH _____

SOCIAL SECURITY NUMBER _____

ADDRESS (INCLUDE ZIP CODE) _____
(STREET AND NO.)

(CITY) (STATE) (ZIP)

TELEPHONE _____

LIST ANY PREVIOUS ADDRESS IN PAST FIVE (5) YEARS.

OCCUPATIONAL GOAL(S): _____

EDUCATIONAL BACKGROUND: (LIST MOST RECENT FIRST)

SCHOOL _____ ADDRESS _____ DATES _____
(STREET OR CITY)

LIST SCHOOL HONORS, OFFICES HELD, AND ACTIVITIES:

HOBBIES: _____

EMPLOYMENT AND VOLUNTEER EXPERIENCES: (LIST MOST RECENT FIRST)

NAME OF COMPANY _____ ADDRESS _____
(CITY)

V.O.I.C.E. PROFILE SHEET 3. (CONTINUED)

NAME OF COMPANY _____ ADDRESS _____

_____ (CITY)

JOBS HELD _____

DATES OF EMPLOYMENT _____

WHY LEFT? _____

REFERENCES:

NAMES _____ ADDRESS _____

_____ (STREET AND CITY)

NEAREST LIVING RELATIVE:

NAMES _____ ADDRESS _____

_____ (STREET AND CITY)

ANY OTHER INFORMATION YOU THINK YOU MIGHT NEED: _____

B.

JOB SEEKING

NOW THAT YOU HAVE ANALYZED YOURSELF IN TERMS OF THE STRENGTHS YOU CAN OFFER A COMPANY, IT IS IMPORTANT TO DETERMINE WHICH KINDS OF JOBS AND COMPANIES WILL SATISFY YOUR CAREER NEEDS AND DESIRES.

NOW, FIND V.U.I.C.E. PROFILE SHEET 4., AND COMPLETE THE INFORMATION.

LOCATING JOBS AND ORGANIZATIONS

THERE IS A POSITIVE RELATIONSHIP BETWEEN THE NUMBER OF SOURCES USED IN FINDING EMPLOYMENT AND THE SUCCESS OF THE PERSON ACTUALLY BEING EMPLOYED OR GETTING AN INTERVIEW. THUS, IT IS BENEFICIAL TO MAKE USE OF THE WIDE RANGE OF POTENTIAL SOURCES AVAILABLE TO YOU. SOME OF THE SOURCES INCLUDE:

1. FRIENDS AND RELATIVES: (DO NOT BE EMBARRASSED ABOUT ASKING YOUR FRIENDS FOR CONTACTS, BUT DO NOT LIMIT YOUR SEARCH TO THEM)
2. FORMER EMPLOYERS:
3. GOVERNMENT EMPLOYMENT AGENCIES: (MANY CITIES AND ALL STATES HAVE EMPLOYMENT AGENCIES THAT OFFER FREE SERVICES)
4. NEWSPAPER WANTS ADS: (WANT ADS ACCOUNT FOR ONLY ABOUT 15% OF THE AVAILABLE JOB OFFERS)
5. SCHOOL COUNSELORS AND PLACEMENT OFFICES:
6. PRIVATE EMPLOYMENT AGENCIES: (THESE FIRMS FUNCTION AS A THIRD PARTY IN TRYING TO MATCH YOUR SKILLS AND DESIRES WITH COMPANY OPENINGS)

V.O.I.C.E. PROFILE SHEET 4.

DIRECTIONS:

PLACE A (✓) IN THE SPACES PROVIDED UNDER CATEGORIES
NOT IMPORTANT, AVERAGE IMPORTANCE, VERY IMPORTANT. RATE
YOURSELF FROM "1" TO "5" ON EACH FACTOR.

	NOT IMPORTANT		AVERAGE IMPORTANCE		VERY IMPORTANT
	1	2	3	4	5
1. CHALLENGE	()	()	()	()	()
2. RESPONSIBILITY	()	()	()	()	()
3. STABILITY OF COMPANY	()	()	()	()	()
4. SECURITY OF JOB WITHIN COMPANY	()	()	()	()	()
5. SIZE OF COMPANY	()	()	()	()	()
6. TRAINING PROGRAM	()	()	()	()	()
7. INITIAL JOB DUTIES	()	()	()	()	()
8. ADVANCEMENT OPPORTUNITIES	()	()	()	()	()
9. AMOUNT OF CONTACT WITH CO-WORKERS	()	()	()	()	()
10. AMOUNT OF CONTACT WITH PUBLIC	()	()	()	()	()
11. STARTING SALARY	()	()	()	()	()
12. FINANCIAL REWARDS	()	()	()	()	()
13. DEGREE OF INDEPENDENCE	()	()	()	()	()
14. OPPORTUNITY TO SHOW INITIATIVE	()	()	()	()	()
15. DEGREE OF EMPLOYEE INVOLVEMENT IN DECISION MAKING	()	()	()	()	()
16. OPPORTUNITY TO BE CREATIVE	()	()	()	()	()
17. TYPE OF INDUSTRY	()	()	()	()	()

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(CONTINUED ON NEXT PAGE)

	1	2	3	4	5
18. COMPANY'S REPUTATION IN THE INDUSTRY	()	()	()	()	()
19. PRESTIGE OF JOB WITHIN THE COMPANY	()	()	()	()	()
20. DEGREE OF RESULTS SEEN FROM JCB	()	()	()	()	()
21. VARIETY OF DUTIES	()	()	()	()	()
22. WHAT THE BOSS IS LIKE	()	()	()	()	()
23. WHAT THE CO-WORKERS ARE LIKE	()	()	()	()	()
24. SUBURBAN OR METROPOLITAN COMMUNITY	()	()	()	()	()
25. HOURS	()	()	()	()	()
26. BENEFITS	()	()	()	()	()
27. COMMUTING DISTANCE INVOLVED	()	()	()	()	()
28. AMOUNT OF OVERNIGHT TRAVEL INVOLVED	()	()	()	()	()
29. NUMBER OF MOVES FROM ONE CITY TO ANOTHER INVOLVED	()	()	()	()	()
30. FACILITIES OF OFFICE OR PLANT	()	()	()	()	()
31. SPOUSE'S DESIRES	()	()	()	()	()
32. OTHERS.					

ADDITIONAL SOURCES FOR LOCATING COMPANIES

1. DUN AND BRADSTREET - MIDDLE MARKET DIRECTORY
2. DUN AND BRADSTREET - MILLION DOLLAR DIRECTORY
3. THE COLLEGE PLACEMENT ANNUAL
4. POOR'S REGISTER OF CORPORATIONS, DIRECTORS, AND EXECUTIVES
5. STANDARD AND POOR'S INDUSTRIAL INDEX
6. STANDARD AND POOR'S LISTED STOCK REPORTS
7. MACRAE'S BLUE BOOK - CORPORATE INDEX
8. FORTUNE'S PLANT AND PRODUCT DIRECTORY
9. MOODY'S INDUSTRIAL MANUAL
10. THOMAS' REGISTER OF AMERICAN MANUFACTURES
11. FITCH'S CORPORATION REPORTS
12. STANDARD DIRECTORY OF ADVERTISERS
13. BUSINESS WEEK
14. FORTUNE
15. WALL STREET JOURNAL
16. STATE CHAMBER OF COMMERCE DIRECTORY
17. CITY CHAMBER OF COMMERCE DIRECTORY

18. AMERICAN ENCYCLOPEDIA OF INTERNATIONAL INFORMATION
19. TRADE PERIODICALS
20. COMPANY ANNUAL REPORTS
21. COMPANY RECRUITING BROCHURES
22. COMPANY ADVERTISING
23. YELLOW PAGES

THESE DIRECTORIES ARE ESPECIALLY USEFUL IF YOU ARE CONCENTRATING YOUR JOB SEARCH IN A SPECIFIC GEOGRAPHIC AREA OR INDUSTRY. IN AN INTERVIEW FOR INFORMATION, YOU ARE INTERESTED IN FINDING OUT MORE ABOUT THE COMPANY AND THE INDUSTRY. SOME OF THAT INFORMATION MIGHT BE:

1. WHAT ARE COMMON PROBLEMS FACED BY THOSE IN THE TYPE OF POSITION FOR WHICH YOU ARE APPLYING?
2. WHO ARE THE COMPANY'S MAJOR COMPETITORS?
3. WHAT DOES THE INTERVIEWER LIKE AND DISLIKE ABOUT HIS/HER WORK?

DO NOT FEEL THAT YOU ARE WASTING THE EMPLOYER'S TIME WHEN INTERVIEWING FOR INFORMATION. MOST PEOPLE ENJOY TALKING WITH SOMEONE WHO SINCERELY SHARES THEIR INTERESTS. DO ASK, BEFORE THIS INTERVIEW ENDS, FOR THE PERSON TO SUGGEST OTHER FIRMS WHICH MIGHT HAVE A NEED FOR SOMEONE WITH YOUR TALENTS. IT HAS BEEN ESTIMATED THAT 80% OF ALL JOBS ARE NOT ADVERTISED. THE ONLY WAY TO PENETRATE THIS "HIDDEN JOB MARKET" IS TO BECOME ACQUAINTED WITH AS MANY PEOPLE AS POSSIBLE WHO ARE IN THE KNOW ABOUT YOUR AREA OF INTEREST.

THE TELEPHONE

MANY INITIAL CONTACTS WITH ORGANIZATIONS ARE MADE BY TELEPHONE. WHENEVER POSSIBLE, USE THE TELEPHONE RATHER THAN A RESUME AND COVER LETTER TO SET UP INTERVIEWS. THIS MEANS OF CONTACT WILL INCREASE YOUR CHANCES OF OBTAINING AN INTERVIEW. FIND OUT FROM THE SECRETARY THE NAME OF THE PERSON RESPONSIBLE FOR HIRING PEOPLE FOR YOUR LINE OF WORK. IF, FOR EXAMPLE, YOU WANT TO BE A MANAGER TRAINEE, ASK THE SECRETARY, "COULD YOU TELL ME THE NAME OF THE PERSON IN CHARGE OF MANAGER TRAINEES? MAY I SPEAK WITH HIM OR HER?" BRIEFLY (IN ABOUT A MINUTE) TELL THE EMPLOYER ABOUT YOUR BACKGROUND AND STRENGTHS AND THEN ASK FOR A TIME TO TALK WITH HIM OR HER IN PERSON. REMEMBER THAT YOUR OBJECTIVE AT THIS TIME IS TO GET THE INTERVIEW, NOT A JOB OFFER. IN PERSON, YOU CAN PRESENT A MORE THOROUGH PICTURE OF YOURSELF.

C.

JOB GETTING

YOU ARE READY TO APPLY FOR A JOB. BEFORE YOU LEAVE HOME THERE ARE SEVERAL ITEMS TO ATTEND TO:

1. ARE YOU NEATLY AND APPROPRIATELY DRESSED SO AS TO MAKE A GOOD IMPRESSION?
2. TAKE ALONG THE RESUME OR PROFILE SHEET 3. WHICH YOU FILLED OUT IN THE LAST SECTION.
3. REMEMBER TO TAKE A GOOD PEN.
4. ALTHOUGH YOU ARE NERVOUS AND FRIGHTENED BY THIS EXPERIENCE YOU MUST FACE IT ALONE. DO NOT TAKE A FRIEND ALONG.

READY FOR THE FIRST TEST?

IF YOU ARE ASKED TO MAKE APPLICATION FOR A JOB, THERE ARE SEVERAL THINGS TO CONSIDER:

1. READ THE APPLICATION FORM ALL THE WAY THROUGH BEFORE BEGINNING TO FILL IT OUT SO YOU WILL NOT MAKE MISTAKES WHEN YOU ANSWER THE QUESTIONS.
2. USE THE PEN YOU BROUGHT WITH YOU OR ONE GIVEN TO YOU.
3. PRINT NEATLY.
4. BE TRUTHFUL.
5. BE BRIEF BUT TO THE POINT.

ACTION ACTIVITY:

VIEW THE FILMSTRIP "MAKING AN APPLICATION" FROM GOOFY GOES TO WORK.

NOW, TURN THE PAGE AND FILL OUT THE PRACTICE APPLICATION BLANK. IT WILL BE SIMILAR TO THE ONE YOU WILL BE GIVEN AT THE PLACE OF EMPLOYMENT.

PERSONNEL FORM**APPLICATION FOR EMPLOYMENT****PERSONAL INFORMATION:**

DATE _____ SOCIAL SECURITY NO. _____

NAME _____
LAST FIRST MIDDLEPRESENT ADDRESS _____
STREET CITY STATE ZIPPREVIOUS ADDRESS _____
STREET CITY STATE ZIP

PHONE NUMBER _____ DATE OF BIRTH _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS, OTHER THAN SPOUSE OR CHILDREN _____

IF RELATED TO ANYONE IN OUR EMPLOYMENT, TO WHOM? _____

REFERRED BY _____

EMPLOYMENT DESIRED:

(POSITION) FIRST CHOICE _____

SECOND CHOICE _____

DATE YOU CAN START _____ SALARY DESIRED \$ _____

ARE YOU EMPLOYED NOW? _____ IF SO, WHERE? _____

EVER APPLIED HERE BEFORE? _____ WHEN? _____

EDUCATION:

SCHOOL	NAME & LOCATION OF SCHOOL	YEARS	DATES	MAJORS
GRADE SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE				

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SUBJECTS OF SPECIAL STUDY
OR RESEARCH _____

HOBBIES OR INTERESTS _____

U. S. MILITARY OR NAVAL SERVICE _____

RANK _____ PRESENT MEMBERSHIP IN NAT'L GUARD OR RESERVES _____

TRAVEL _____

WORK EXPERIENCE:

LIST BELOW LAST FOUR (4) LOCATIONS, STARTING WITH LAST ONE FIRST:

DATE MONTH & YEAR	NAME & ADDRESS OF EMPLOYER & PHONE	SALARY	POSITION	REASON LEFT
----------------------	---------------------------------------	--------	----------	----------------

FROM _____ TO _____				
FROM _____ TO _____				
FROM _____ TO _____				
FROM _____ TO _____				

REFERENCES:

GIVE BELOW THE NAMES OF THREE (3) PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE (1) YEAR:

NAME	ADDRESS	PHONE NO.	OCCUPATION
------	---------	-----------	------------

1.			
2.			
3.			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS _____

WERE YOU EVER INJURED? _____ GIVE DETAILS _____

THE INTERVIEW:

A RECENT STUDY OF 255 BUSINESSES REVEALED THAT AN EFFECTIVE INITIAL INTERVIEW RANKED AT THE TOP OF THE LIST OF THE REASONS FOR HIRING, WELL ABOVE THE IMPORTANCE OF A HIGH GRADE POINT AVERAGE, PERTINENT WORK EXPERIENCE, AND A GOOD RECOMMENDATION. IN OTHER WORDS, YOUR SUCCESS IN THE EMPLOYMENT PROCESS WILL PROBABLY DEPEND AS MUCH UPON YOUR SKILL AT INTERVIEWING AS IT WILL UPON YOUR POSSESSION OF THE SKILLS REQUIRED FOR THE JOB.

WHY INTERVIEW?

THE EMPLOYER INTERVIEWS IN ORDER TO DETERMINE YOUR SUITABILITY FOR EMPLOYMENT. THROUGH THE INTERVIEW, THE EMPLOYER CAN EVALUATE YOUR PERSONALITY, ENTHUSIASM, ATTITUDES, AND OTHER INFORMATION WHICH HE OR SHE CAN NOT OBTAIN FROM AN EMPLOYMENT APPLICATION.

THE INTERVIEW GIVES YOU THE OPPORTUNITY TO COMMUNICATE A CERTAIN IMAGE OF YOURSELF TO THE EMPLOYER IN ORDER TO PERSUADE HIM OR HER THAT THE ORGANIZATION WOULD BENEFIT FROM YOUR EMPLOYMENT. THE INTERVIEW ALSO SERVES AS A MEANS OF OBTAINING INFORMATION ABOUT THE JOB AND THE ORGANIZATION SO YOU CAN DECIDE IF THE POSITION IS SUITABLE FOR YOU.

ACTION ACTIVITY:

VIEW THE FILMSTRIP "THE INTERVIEW" FROM GOOFY GOES TO WORK.

QUESTIONS YOU MAY WANT TO ASK IN THE INTERVIEW:

BESIDES ANSWERING QUESTIONS, YOU WILL WANT TO ASK A FEW ALSO. YOU MAY WANT TO CONSIDER SOME OF THE FOLLOWING:

1. WHAT WOULD BE MY INITIAL DUTIES AND RESPONSIBILITIES?
2. WOULD YOU DESCRIBE FOR ME A TYPICAL DAY ON THE JOB?
3. WHAT KIND OF TRAINING WOULD I RECEIVE?
4. WHAT ARE THE PROSPECTS FOR ADVANCEMENT IN YOUR COMPANY?

THE INTERVIEW ITSELF:

UNFORTUNATELY, INTERVIEWERS HAVE NO WAY OF GETTING INSIDE OF YOU. THEY EVALUATE ONLY BY WHAT YOU TELL THEM VERBALLY, BY WHAT YOU HAVE TOLD THEM IN YOUR RESUME AND APPLICATION, AND BY WHAT YOU COMMUNICATE NONVERBALLY.

IF THE EMPLOYER HAS A NEGATIVE IMPRESSION OF YOU FROM THE THE FIRST FIVE (5) MINUTES, YOUR CHANCES OF BEING HIRED ARE ABOUT 10%. IF HOWEVER, THE EMPLOYER'S FIRST IMPRESSION WAS POSITIVE, 75% OF THE TIME YOU MAY BE HIRED.

WHAT CAN AN INTERVIEWER POSSIBLY DETERMINE ABOUT YOU IN FIVE MINUTES? PROBABLY THE MOST IMPORTANT ITEM IS YOUR APPEARANCE. THERE IS NO MAGIC FORMULA TO DETERMINE WHAT TO WEAR TO AN INTERVIEW. THE GUIDELINE IS TO DRESS IN THE IMAGE THAT YOU WANT TO COMMUNICATE.

NOW FOR THE OTHER TWENTY-FIVE MINUTES OF THE INTERVIEW. HERE ARE SOME QUESTIONS AN EMPLOYER MAY ASK. PRACTICE ASKING AND THEN ANSWERING SOME OF THE QUESTIONS WHILE OFF BY YOURSELF.

1. TELL ME ABOUT YOURSELF?
2. WHY SHOULD I HIRE YOU?
3. WHAT ARE YOUR SHORT RANGE CAREER GOALS?
4. WHAT ARE YOUR LONG RANGE CAREER GOALS?
5. WHAT DO YOU CONSIDER TO BE YOUR MAJOR STRENGTHS?
6. WHAT DO YOU CONSIDER TO BE YOUR MAJOR WEAKNESS? WHAT ARE YOU DOING TO CORRECT THEM?

7. WHY DO YOU WANT TO WORK FOR US?
8. WHY DID YOU CHOOSE TO COME HERE FOR EMPLOYMENT?
9. HOW WERE YOUR GRADES IN SCHOOL?
10. WHAT WERE YOUR BEST SUBJECTS? WORST?
11. DID YOU HOLD ANY POSITIONS OF LEADERSHIP WHILE IN SCHOOL?
12. DID YOU DO THE BEST JOB YOU COULD WHILE IN SCHOOL? IF NOT, WHY?
13. WHAT KIND OF A BOSS DO YOU PREFER?
14. WHAT HAVE YOU LEARNED FROM SOME OF THE JOBS YOU HAVE HAD?
15. WHY DID YOU LEAVE YOUR LAST JOB?
16. WHAT PART DOES YOUR FAMILY PLAY IN YOUR LIFE?
17. CAN YOU WORK UNDER PRESSURE? DEADLINES?
18. WHAT KIND OF STARTING SALARY ARE YOU LOOKING FOR?
19. WHAT IS YOUR ATTITUDE TOWARD RELOCATION?
20. WHAT IS YOUR ATTITUDE TOWARD OVERNIGHT TRAVEL?
21. WHAT IS YOUR ATTITUDE TOWARD WORKING ON WEEKENDS?
22. WHAT CAUSES YOU TO LOSE YOUR TEMPER?
23. WHAT TYPES OF BOOKS DO YOU READ?

AFTER A FEW INTERVIEWS, YOU WILL PROBABLY BEGIN TO SEE A PATTERN IN THE TYPES OF QUESTIONS THAT YOU ARE ASKED. ONE METHOD FOR UNCOVERING THIS PROBABLE LIST OF QUESTIONS IS TO ASK YOURSELF, "IF I WERE INTERVIEWING ME, WHAT WOULD I WANT TO KNOW?"

MESSAGES ARE CONVEYED DURING THE INTERVIEW NOT ONLY BY WHAT YOU SAY, BUT BY HOW YOU SAY IT AND HOW YOU BEHAVE. SOME KINDS OF NONVERBAL COMMUNICATIONS MIGHT BE:

1. MAINTAINING EYE CONTACT: THIS REVEALS OR INDICATES INTEREST IN THE JOB AND THE INTERVIEW.
2. FREQUENT SMILING: THIS REVEALS A PLEASANT PERSONALITY.
3. SITTING IN YOUR CHAIR AND LEANING FORWARD A BIT: THIS IS ANOTHER INDICATOR OF INTEREST.
4. ENTHUSIASM: THIS SHOWS AN ENERGETIC PERSONALITY AND MENTAL ALERTNESS.
5. FIRM HANDSHAKE: THIS SHOWS ASSERTIVENESS.
6. LISTENING: YOUR ABILITY TO LISTEN WILL BE AS IMPORTANT TO YOU IN THE INTERVIEW AS WILL BE YOUR ABILITY TO SPEAK.

ENDING THE INTERVIEW:

THE INTERVIEWER STANDS UP, SHAKES YOUR HAND, AND SAYS, "THANK YOU FOR COMING IN. WE SHOULD MAKE OUR DECISION IN ABOUT A WEEK. I'LL CALL YOU." A POOR BUT COMMON RESPONSE IS, "THANK YOU. GOOD BYE." A BETTER RESPONSE FOR YOU WOULD BE, "THIS INTERVIEW HAS CONVINCED ME THAT MY ABILITIES MATCH YOUR NEEDS. I AM VERY INTERESTED IN THIS POSITION. COULD I CALL YOU IN A FEW DAYS TO FIND OUT THE STATUS OF MY APPLICATION?" LEAVING THE FOLLOW-UP WITH YOU GIVES YOU THE OPPORTUNITY TO CALL BACK AND SHOW YOUR INTEREST. IN ADDITION TO THE TELEPHONE FOLLOW-UP, YOU SHOULD WRITE THE PERSON A THANK YOU NOTE.

ACTION ACTIVITY:

VIEW THE FILMSTRIP "WHICH JOB'S BEST FOR YOU?" FROM GOOFY GOES TO WORK.

D.

JOB KEEPING

MUCH WILL DEPEND ON YOU AND YOUR ATTITUDE IN THE PROCESS OF KEEPING THE JOB.

ACTION ACTIVITY:

VIEW THE FILMSTRIP "MAKING A GOOD IMPRESSION" FROM GOOFY GOES TO WORK.

SEVERAL ITEMS WHICH YOU MAY WANT TO CONSIDER IN YOUR EVERYDAY RELATIONSHIPS ON THE JOB MIGHT BE:

1. APPEARANCE: OBESITY OR EXTREME THINNESS ARE NEGATIVE MARKS. CONSERVATIVE DRESS FOR BOTH MEN AND WOMEN CAN'T BE FAULTED. JEWELRY SHOULD BE IN GOOD TASTE AND NOT NOISEY OR DANGLING, HAIR NEAT. CLEANLINESS!
2. PERSONALITY STYLE: TASTEFUL MANNERS, POISE AND A DIPLOMATIC APPROACH ARE ADMIRERD.
3. ARTICULATE: MORE PEOPLE LOSE THEIR JOBS BECAUSE THEY "MUMBLE" AND CAN NOT BE UNDERSTOOD. THEY ARE CALLED BY SOME "LINGUISTIC CRIPPLES".
4. ENERGY, DRIVE, AMBITION: EASY TO RECOGNIZE THROUGH THE QUICK STRIDE, FRESH APPEARANCE, TONE OF HEALTH, ETC.
5. POSITIVE ATTITUDE: A CONSTRUCTIVE, CHEERFUL OUTLOOK ON LIFE. NO ONE ADMIRES THE "COMPLAINER".
6. THOUGHTFULNESS: NO ONE WANTS A "YES" PERSON. GOOD MANNERS ARE ALWAYS IN ORDER. JUST HAVE RESPECT FOR THE OTHER PERSON BUT THINK FOR YOURSELF.

7. OVERALL COMPOSURE: THE NAIL-BITER, HAT TWIRLER, FOOT-TAPPER, CHAIN SMOKER, AND THE TWITCHER RARLEY GOES BEYOND AN INITIAL INTERVIEW. LOOKING SOMEONE IN THE EYE IS, IN LEGEND, A MARK OF HONESTY.
8. AURA OF LEADERSHIP: AN ERECT POSTURE, A HEAD HELD HIGH, AN AGREEABLE MANNER, A CERTAIN AMOUNT OF CONFIDENCE SPELLS LEADERSHIP QUALITIES.
9. BRIGHT, INFORMED, A TOUCH OF SPARKLE: IF YOU ARE INTELLIGENT AND WELL-ROUNDED, YOU USUALLY WILL COME OVER AS BRIGHT, LIVELY, WITH A SENSE OF HUMOR THAT PROVIDES A "SPARKLE". IF YOU DO NOT HAVE IT, YOU MAY COME ACROSS AS HEAVY, DULL, AND A BIT OF A BORE.

NOW, FIND V.O.I.C.E. PROFILE SHEET 5., AND COMPLETE THE INFORMATION.

V.O.I.C.E. PROFILE SHEET 5.

THIS PROFILE SHEET SHOULD HELP YOU PUT YOUR THOUGHTS DOWN ON PAPER IN SUCH A MANNER THAT THE TASK OF KEEPING A JOB WILL BE MADE EASIER.

ANSWER THE QUESTIONS TO THE BEST OF YOUR ABILITY AND IF NEED BE TO RECALL FROM THE FILMSTRIP "MAKING A GOOD IMPRESSION", LOOK AT IT AGAIN. YOU MAY USE ANY OR ALL OF THE SUGGESTED RESPONSES UNDER THE QUESTIONS OR YOUR OWN.

1. LIST THREE THINGS THAT WILL HELP YOU MAKE FRIENDS ON THE JOB.

A. _____ B. _____ C. _____

(COURTESY, CHEERFULNESS, CLEANLINESS, COOPERATION, ETC.)

2. IF YOU DO NOT FULLY UNDERSTAND THE INSTRUCTIONS ON A NEW JOB, WHAT SHOULD YOU DO? _____

(ASK AGAIN, TAKE NOTES, WATCH SOMEONE ELSE UNTIL YOU DO UNDERSTAND.)

3. IF YOU WERE AN EMPLOYER PAYING WAGES, HOW WOULD YOU FEEL ABOUT "CLOCK WATCHERS", PEOPLE WHO TAKE EXTENDED COFFEE BREAKS, PEOPLE WHO ARRIVE LATE OR LEAVE EARLY, AND PEOPLE WHO MAKE PERSONAL TELEPHONE CALLS ON COMPANY TIME? _____

(NOT VERY HAPPY)

4. WHY SHOULD YOU MAKE AN EFFORT TO LEARN ABOUT THE WORK OTHER PEOPLE DO IN YOUR COMPANY? _____

(IT HELPS YOU UNDERSTAND HOW YOUR PERFORMANANCE AFFECTS THEIRS. ALSO, YOU LEARN ABOUT OTHER JOBS WHICH YOU MIGHT LIKE BETTER THAN YOUR PRESENT ONE, OR WHICH MIGHT MEAN MORE MONEY FOR YOU.)

STAGE FIVE: (USE A PENCIL ONLY)

COMPLETE A CAREER DEVELOPMENT INVENTORY AND TAKE THE POST SURVEY.

CAREER DEVELOPMENT SURVEY (POST)

DIRECTIONS: PLEASE TAKE THE TIME TO COMPLETE THE FOLLOWING QUESTIONS NOW THAT YOU HAVE COMPLETED YOUR CAREER PLANNING SESSIONS. CIRCLE YOUR RATING FOR EACH QUESTION.

1. HOW WELL DO YOU UNDERSTAND YOUR OWN OCCUPATIONAL INTERESTS, SKILLS AND APTITUDES?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

2. HOW MANY OCCUPATIONS DO YOU KNOW FOR WHICH YOU ARE SUITED?

A LOT	MANY	SOME	FEW	NONE
5	4	3	2	1

3. HOW WELL DO YOU KNOW WHICH JOBS WILL BE IN DEMAND IN THE FUTURE?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

4. HOW MANY MATERIALS HAVE YOU USED THAT ARE HELPFUL IN CAREER PLANNING?

A LOT	MANY	SOME	FEW	NONE
5	4	3	2	1

5. HOW WELL DO YOU UNDERSTAND THE SUCCESSFUL APPROACHES FOR JOB FINDING AND JOB GETTING?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

(CONTINUES ON NEXT PAGE)

6. HOW WELL DO YOU UNDERSTAND THE EDUCATIONAL AND TRAINING OPPORTUNITIES
OPEN TO YOU?

EXTREMELY	VERY	SOMEWHAT	HARDLY	NOT AT ALL
5	4	3	2	1

YOU HAVE NOW COMPLETED THE V.O.I.C.E. CAREER DEVELOPMENT PROGRAM.

Good Luck!